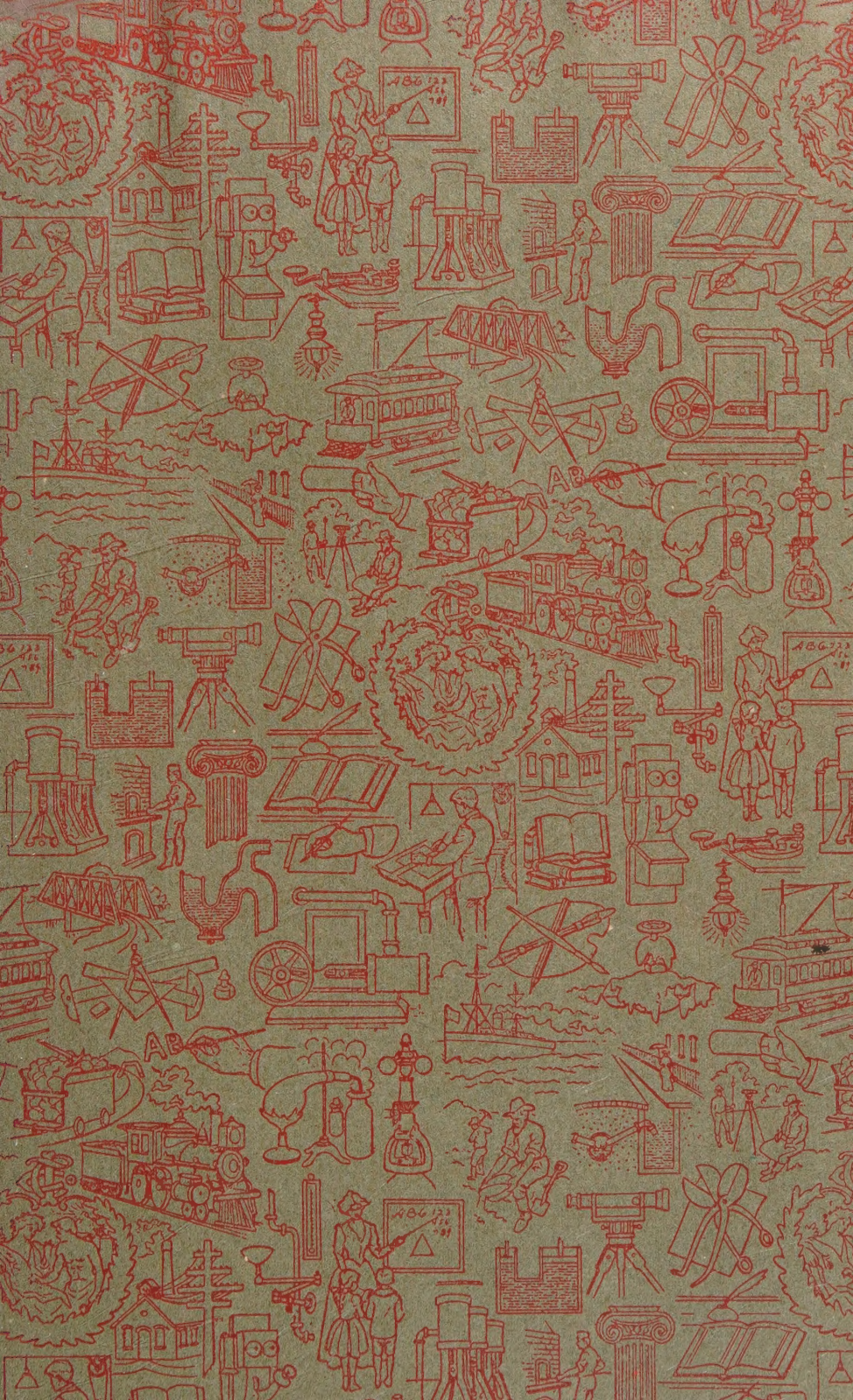

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SPELLING.

RULES FOR SPELLING.

1. The plural of nouns is generally formed by adding *s* to the singular; as, field, fields; friend, friends; temple, temples.

2. Nouns ending in *s*, *sh*, *ch* (soft), *x*, or *z*, add *es* for the plural; as, class, classes; brush, brushes; watch, watches, tax, taxes; buzz, buzzes.

3. Nouns ending in *y*, with a vowel* before the *y*, add *s* to form the plural; as, monkey, monkeys; day, days; valley, valleys.

4. Nouns ending in *y*, with a consonant before the *y*, change *y* to *i* and add *es* to form the plural; as, story, stories; army, armies; colony, colonies.

5. Nouns ending in *f* and *fe* generally change *f* or *fe* into *ves* to form the plural; as, calf, calves; knife, knives; thief, thieves.

FAMILIAR WORDS.

1.

clothes	cloak	clean	a'pron	words
shoe	your	slate	col'lar	spell
stock'ing	sharp	jack'et	rib'bon	les'son
coat	write	mit'ten	here	pen'cil

2.

peel	stem	mouth	tree	teeth
core	fore'head	chin	pulp	cheek
seeds	eye	flow'er	rind	ear
juice	nose	fruit	tongue	hair

* The *vowels* are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*. The other letters of the alphabet are called *consonants*.

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3.

leaves	board	masts	e nough′	skip′ping
aunt	green	fence	through	eve′ning
their	mean	howls	dread′ful	cheer′ful
claws	learn	ap′ples	ven′ture	sum′mer

4.—THE CLOCK.

face	key	case	fig′ures
hour	glass	i′ron	min′ute
hands	brass	di′al	ham′mer
wheel	weights	wood	pen′du lum

5.—RELATIVES.

pa′pa	son	aunt	wife
fa′ther	sis′ter	niece	kin′dred
moth′er	broth′er	un′cle	hus′band
par′ents	chil′dren	cous′in	grand′fa ther
mam′ma	daugh′ter	neph′ew	grand′daugh ter

6.

earn	wrong	guide	weak	were
blue	knee	cough	col′or	worse
lamb	piece	debt	read′y	man′y
bus′y	ov′en	lose	broad	strong

7.

lunch	break′fast	but′ter	poul′try	fruit
bread	beef	oat′meal	sau′sage	buns
din′ner	sug′ar	pork	ven′i son	pud′ding
sup′per	ba′con	game	pies	pre serves′

8.

sand	drank	ham′mock	tramp	wag′on
hash	sad′dle	hand′some	stamp	scant′y
back	glad′ly	gas	scratch	ram′ble
latch	stag′ger	crab	rat′tle	prac′tice
catch	nar′row	plank	trav′el	pal′ace

9.—THE HOUSE.

floor	nurs'er y	chim'ney	man'tel	en'try
porch	clos'et	cup'board	fur'nace	pan'try
par'lor	gar'ret	cel'lar	door'step	li'bra ry
kitch'en	fire'place	hearth	at'tic	stair'case

10.—IN THE SCHOOLROOM.

ru'ler	wall	satch'el	pens
cray'on	class	tran'som	globe
pic'ture	shelf	reg'is ter	pa'per
teach'er	seats	pro'gram	shut'ters
schol'ars	chart	pen'-wi per	neat'ness
black'board	chairs	waste'-bas ket	at ten'tion

11.

cit'y	switch	kit'ten	bring	click
quit	skip	glimpse	width	wink
script	milk	still	fringe	cling
kissed	whist	miss	stiff	print
bridge	which	prim	knit	a bout'

12.

edge	wedge	rem'e dy	dense	when
fence	smell	wheth'er	meant	necks
hedge	shel'ter	cent	health	sweat
tempt	red'dish	deaf	next	depth

13.

cof'fin	con'cert	dodge	trot'ted	con vey'
for'est	shop	knock	hol'low	of fense'
bot'tle	knob	mock	pock'et	be yond'
gloss'y	notch	rock'et	fond	con verse'
bon'net	lodge	pop'py	bod'y	coun'tries

14.—BIRDS.

gull	grouse	swal'low	vul'ture	crane
swan	ra'ven	par'tridge	bob'o link	ea'gle
wren	par'rot	lark	night'in gale	cuck'oo

quail	os'trich	her'on	owl	spar'row
stork	pig'eon	o'ri ole	crow	con'dor
hawk	pea'cock	blue'jay	dove	lin'net

15.—WHAT BIRDS DO AND HAVE.

coo	car'ol	whis'tle	poise	tal'on
caw	hov'er	mi'grate	perch	wings
chirp	war'ble	soar	pin'ion	feath'ers
cheep	twit'ter	whir	beak	plu'mage

16.

crust	bunch	crutch	buzz	luck
ug'ly	jump	rub'ber	snug	mush
drum	brush	just	crumb	shrub
dumb	struck	dust	hut	pump

17.

live	space	moves	called	sur'face
ball	earth	through	breast	beau'ti ful
light	might	great	curled	won'der ful
gives	world	round	dressed	beau'ti ful ly

18.

po'ny	mus'tard	char'coal	tor'ment	hat'ter
med'al	par'ing	floun'der	scrib'ble	stick'y
cor'ner	mor'tar	hoe'ing	pres'ence	crip'ple
med'dle	pea'nuts	peel'ing	din'gy	grate'ful

19.—GEOGRAPHY.

sea	o'cean	sound	rap'ids	ca nal'
bay	pond	chan'nel	riv'u let	glac'i er
gulf	riv'er	lake	cat'a ract	cas cade'
strait	brook	creek	pool	foun'tain

20.—LAND.

cape	isth'mus	prai'rie	plain
is'land	head'land	pla teau'	o'a sis
con'ti nent	moun'tain	vol ca'no	val'ley
pen in'su la	prom'on to ry	ta'ble-land	des'ert

21.

lean	mid'dle	mis take'	rum'ple	south
lame	on'ly	naugh'ty	quar'rel	sor'ry
lamp	noise	ripe	pres'ent	sev'en
met'al	of'ten	or'der	soul	shad'ow
mer'ry	my self'	re fuse'	rust	shov'els

22.

taste	spo'ken	tum'ble	whale	worth
teach	thief	thought	up set'	wreck
stood	thirst	wake	up'per	whose
sprang	un less'	un til'	year	young
sto'ries	try'ing	waste	wool	bathe

23.

sure	talk'a tive	groan	shiv'er
quite	re la'tion	kite	whisk'ers
reach	mil'i ta ry	strength	gal'lon
speech	in ter rupt'	though	sal'low

KITCHEN.—24.—DINING ROOM.

tongs	sieve	urn	fork
ba'sin	stove	chi'na	spoon
pok'er	broom	plates	ta'ble
shov'el	ket'tle	sau'cer	cru'et
dip'per	scut'tle	gob'let	cast'ers
buck'et	dust'pan	tea'cup	nap'kin
coal'-hod	skim'mer	tu reen'	tum'bler
grid'i ron	sauce'pan	plat'ter	side'board

BEDROOM.—25.—PARLOR.

soap	sheet	vase	so'fa
bowl	lounge	car'pet	stool
tow'el	pil'low	mir'ror	scarf
bol'ster	bu'reau	cur'tain	mu'sic
pitch'er	blank'et	has'sock	pi an'o
scis'sors	mat'tress	book'case	por'trait
nee'dles	bed'stead	arm'chair	cab'i net
thim'ble	cov'er let	ot'to man	cush'ions

26.

balk	al'mond	tomb	dumb'ly
calk	salm'on	jamb	plumb'er
balm	be calm'	plumb	numb'ness
alms	em balm'	doubt	climb'er
salve	balm'y	debt'or	comb'ing
halves	psalm	crumbed	doubt'ful

27.

friend	like	sha'dy	sev'er al
glad	brook	cro quet'	ber'ries
birds	woods	ten'nis	ev'er y
fish	re ceive'	gained	moun'tains

28.

seal	er'mine	floe	moss'es
whale	rein'deer	Lapp	li'chens
sa'ble	po'lar bear	au ro'ra	red'snow
wal'rus	ei'der duck	snow hut	ice'bergs

29.—TREES.

pine	ash	al'der	birch
larch	elm	ma'ple	lo'cust
hol'ly	oak	eb'o ny	lin'den
ce'dar	beech	wil'low	wal'nut
spruce	ol'ive	hick'o ry	rose'wood
cy'press	pop'lar	chest'nut	pal met'to

30.—TOOLS.

file	gouge	lev'er	chis'el
adz	square	au'ger	lev'el
rake	lathe	gim'let	trow'el
spade	wrench	mal'let	hatch'et
plane	shears	pin'cers	cork'screw

31.

juice	loaf	liq'uid	sev'er al
cane	re fine'	hogs'head	plan ta'tion
mill	joints	mo las'ses	blos'som
scum	leaves	boiled	stom'ach

32.

know	va′por	er′rand	ques′tion
bruise	bal loon′	nei′ther	scare′crow
sneeze	no′tice	thir′teen	of′fi cer
rinse	e lev′en	be cause′	an oth′er
can′dy	e nough′	fair′y	nec′es sa ry

33.

On your way home you may see—

men	roads	gates	wom′en
stores	streets	parks	av′e nues
hous′es	gar′dens	hors′es	lamp′-posts
church′es	chil′dren	sta′bles	car′riag es

34.—CLOTHING.

hose	mack′in tosh	veil	muff
gloves	gai′ters	scarf	boots
cra vat′	col′lar	hood	tip′pet
skirt	trou′sers	ruf′fle	par′a sol
shawl	hand′ker chief	neck′tie	o′ver alls

35.—WORDS OF SIMILAR MEANING.

arch	curve	hank	skein
bluff	cliff	neat	ti′dy
bench	set tee′	quaint	strange
blithe	joy′ous	queer	droll
fleet	nim′ble	twain	coup′le
gruff	glum	tenth	tithe
gang	crew	van	front
giv′er	do′nor	wont	hab′it
pris′on	dun′geon	peo′ple	per′sons
late	tar′dy	soul	spir′it
snug	co′zy	rob	plun′der
rash	ha′sty	rich	fer′tile
grim	sur′ly	e rect′	up′right
hurt	in′jure	loose	un bound′
sole	sin′gle	com′fort	con sole′

36.—REVIEW.

beech	squash	sen'tence	pal'ace
sieve	fields	car'riage	lil'y
those	knife	pic'ture	dai'sy
wren	through	ea'gle	bu'reau
strait	tongs	chest'nut	tu reen'
pear	peach	on'ion	Eu'rope
sleeve	pen'cil	ba'sin	po'ny
fruit	tongue	re fuse'	os'trich
birch	Wednes'day	mi'grate	mo'ment

37.—REVIEW.

rob'in	let'tuce	meant	scis'sors
pig'eon	rai'sin	wrote	pump'kin
wal'nut	cur'rant	please	thim'ble
pop'lar	for'ward	ev'er y	pitch'er
for'est	ber'ries	qui'et	ba na'na
gob'let	rhu'barb	ache	a'pri cot
mat'tress	spin'ach	Christ'mas	beau'ti ful
cru'et	Eng'land	pil'low	Feb'ru a ry
min'ute	chis'el	mead'ow	po ta'toes

38.—IN THE COUNTRY.

farm'house	ditch	sheep	swing
vines	knoll	lambs	in'sects
gar'den	ar'bor	cat'tle	or'chard
flow'ers	hay-loft	fields	ber'ries
barn	mead'ow	wheat	but'ter flies

39.—VEGETABLES.

kale	tur'nip	car'rot	cu'cum ber
beet	rhu'barb	let'tuce	as par'a gus
bean	pars'nip	pump'kin	cau'li flow er
cress	cab'bage	spin'ach	egg'plant
gar'lic	mush'room	to ma'to	rad'ish

40.

glass	smooth	brit'tle	trans par'ent
win'dow	sash	panes	weights

hemmed	gath'ered	stitched	seam'stress
sleeves	a'pron	emp'ty	rode
learned	eas'i ly	rap'id ly	per'fect ly

41.

palms	ca ca'o	li'on	el'e phant
cof'fee	cam'phor	jag u ar'	ser'pent
cot'ton	in'di go	gi raffe'	go ril'la
sa'go	In'di a-rub'ber	cam'el	croc'o dile
spi'ces	sug'ar-cane	mon'key	leop'ard

42.

We should be—

good	cor'dial	help'ful	civ'il
frank	sin cere'	thought'ful	o blig'ing
prompt	lov'ing	ge'ni al	gen'er ous
hon'est	truth'ful	stu'di ous	o be'di ent
no'ble	care'ful	pa'tient	tem'per ate
po lite'	hope'ful	court'e ous	in dus'tri ous

43.

We should not be—

mean	stin'gy	rude	im po lite'
curt	cru'el	sur'ly	dis hon'est
proud	self'ish	care'less	cow'ard ly
la'zy	un kind'	haugh'ty	quar'rel some
sulk'y	fret'ful	de ceit'ful	dis hon'or a ble
sau'cy	sul'len	tat'tling	dis o be'di ent

44.—ABBREVIATIONS.

Jan'u a ry	Jan.	Ju ly'	July
Feb'ru a ry	Feb.	Au'gust	Aug.
March	Mar.	Sep tem'ber	Sept.
A'pril	Apr.	Oc to'ber	Oct.
May	May	No vem'ber	Nov.
June	June	De cem'ber	Dec.

WINDS.—45.—BOATS.

gale	cy′clone	barge	ca noe′
gust	si moom′	yawl	cut′ter
breeze	ty phoon′	sloop	schoon′er
squall	tor na′do	yacht	ves′sel
zeph′yr	whirl′wind	do′ry	frig′ate
tem′pest	hur′ri cane	gon′do la	steam′er

46.

goat	ot′ter	oats	flax
deer	pan′ther	corn	hemp
wolf	squir′rel	maize	to bac′co
moose	buf′fa lo	bar′ley	tim′o thy
rab′bit	an′te lope	ce′re al	mul′ber ry

47.

stealth	vague	whiff	ooze	wrought
trough	voice	trait	cruise	squeeze
thrift	vogue	grate	browse	grudge
twilled	vault	fierce	shrimp	sword

48.—FRUITS.

fig	peach	cher′ry	cran′ber ry
prune	grape	cit′ron	blue′ber ry
date	cur′rant	dam′son	straw′ber ry
plum	lem′on	pine′ap ple	rasp′ber ry
quince	mel′on	a′pri cot	goose′ber ry
pear	rai′sin	ba na′na	huck′le ber ry

49.—FLOWERS.

tu′lips	lark′spurs	pan′sies	sun′flow ers
as′ters	lil′ies	sweet peas	hol′ly hocks
li′lacs	dai′sies	hy′a cinths	vi′o lets
clo′vers	mar′i golds	dan′de li ons	ge ra′ni ums

50.

fell	cause	stum′bled	troub′le
lack	killed	horse′man	neg′li gence

steed	caught	in'ju ry	un fast'ened
foe	slight	loos'ened	at ten'tion

51.

co here'	e'qual	need'y	wear'y
se crete'	se vere'	speed'y	drear'y
im pede'	de'cent	feed'ing	trea'son
con vene'	fe'male	heed'ful	cheap'ly
ex treme'	pre'cept	free'dom	year'ling
su preme'	de scribe'	cheer'ful	mean'ing

52.

toil	gov'ern	pawn	scrub	trick
moat	heat	pledge	scour	trench
dirt	jest	quoth	di rect'	yawn
frown	joke	ruse	sell	wan'der
filth	stray	scheme	seize	be fore'
gape	pile	la'bor	scowl	col'umn

GEOGRAPHY.—53.—ARITHMETIC.

source	po'lar	add	mul'ti pli er
ax'is	cli'mate	plus	prod'uct
or'bit	sav'age	sum	di vide'
cir'cle	e qua'tor	sub tract'	div'i dend
mo'tion	ho ri'zon	min'u end	di vi'sor
dai'ly	ze'nith	sub'tra hend	quo'tient
year'ly	par'al lel	re main'der	proof
trop'ic	hem'i sphere	mul'ti ply	a rith'me tic
pole	ge og'ra phy	mul ti pli cand'	prob'lem

54.—USED IN COOKING.

rice	so'da	all'spice	va nil'la
sage	gin'ger	gel'a tine	vin'e gar
mace	pars'ley	choc'o late	hom'i ny
yeast	pep'per	sal e ra'tus	tap i o'ca
cloves	nut'meg	buck'wheat	cin'na mon

55.

Write the plurals of the words in this exercise:

skein	loaf	con'cert	man'sion
cit'y	dai'sy	sheaf	buf'fa lo
o'cean	tur'key	of'fi cer	jour'ney
wretch	suit'or	sur'face	os'trich
box	scratch	sand'wich	at tor'ney

56.

se rene'	rus'tic	waste'ful	si'lent
com'ic	tac'it	fear'ful	gloom'y
pu'trid	tur'bid	ru'ral	mud'dy
ea'ger	stur'dy	plac'id	flor'id
rud'dy	som'ber	ar'dent	rot'ten
lav'ish	tim'id	hard'y	mirth'ful

57.

gift	geese	gib'bous	gey'ser	guard
girt	ga'ble	gew'gaw	gal'lant	gid'dy
gild	gir'dle	tar'get	gaunt'let	gig'gle
gear	giz'zard	gal'lop	guest	guin'ea
gimp	ghcr'kin	gar'gle	gauze	gor'geous

58.—OPPOSITES.

right	wrong	dry	moist
find	lose	near	dis'tant
strong	weak	sweet	sour
gay	sad	quick'ly	slow'ly
rare	com'mon	a like'	un like'
ac cept'	de cline'	a'ged	youth'ful
in'door	out'door	a part'	to geth'er
cease	con tin'ue	prop'er	im prop'er
o bey'	dis o bey'	some'where	no'where

59.—FOOD.

toast	gru'el	broth	dump'ling
tarts	crack'er	sir'loin	sand'wich
veal	cook'y	om'e let	dough'nut

bis'cuit	waf'fle	muf'fin	sauer'kraut
sal'ad	hon'ey	por'ridge	cus'tard
mut'ton	catch'up	chow'der	suc'co tash

60.

ag'ile	rig'id	im'age	fidg'et
viv'id	ac'tive	jus'tice	res'pite
doc'ile	fes'tive	den'tist	cor'nice
hos'tile	rep'tile	ser'vice	des'tine
mis'sile	crev'ice	prom'ise	doc'trine

61.

cowl	crowd	rouse	de vour'
prowl	bow'er	shout	foun'dry
clown	dow'er	crouch	scoun'drel
crown	cow'ard	mound	com'pound
drown	drow'sy	flounce	pro nounce'

62.

cleft	flare	flaw	liege	rouge
pyre	dealt	goad	lapse	rogue
brief	freak	farce	weird	shone
copse	fraud	guile	grease	prism
corpse	fledge	gloat	mold	pierce
clench	chasm	gorge	mourn	plague
cleanse	dredge	gourd	league	scourge

63.—OCCUPATIONS.

tai'lor	flo'rist	farm'er	mil'li ner
ba'ker	join'er	weav'er	min'is ter
doc'tor	gro'cer	build'er	gar'den er
law'yer	bank'er	butch'er	car'pen ter
cob'bler	mer'chant	drug'gist	black'smith

64.—OUTDOOR SPORTS.

fish'ing	ri'ding	dri'ving	ska'ting
sail'ing	ten'nis	play'ing	mar'bles

row'ing	leap'ing	bowl'ing	coast'ing
boat'ing	cro quet'	jump'ing	base'ball
ba'thing	nut'ting	swing'ing	sleigh'ing

65.

so'lar	nec'tar	dro'ver	dif'fer	lar'der
lu'nar	lat'ter	can'ker	hin'der	blis'ter
tar'tar	an'ger	la'ter	gan'der	blub'ber
stel'lar	bet'ter	cof'fer	fil'ter	mem'ber

66.

loi'ter	coil	an noy'	in'voice
toi'let	broil	de coy'	re joice'
poi'son	spoil	boy'ish	pur loin'
coin'age	hoist	em ploy'	oint'ment
ap point'	choice	boy'cott	em broid'er

67.

cen'ser	cir'cus	ac'id	ceil'ing
cen'sus	ci'pher	cir'cuit	cym'bal
cen'tral	cin'der	cyl'in der	cen'tu ry
ce ment'	cer'tain	cel'e brate	ce les'tial
cen'taur	cen'sure	cem'e ter y	cen ten'ni al

68.—HOMONYMS.

1 { cent, a coin
scent, an odor
sent, did send

2 { plum, a fruit
plumb, perpendicular

3 { stare, to look earnestly
stair, a step

4 { fore, in front
four, a number

5 { to, as in "Give it to me"
too, as in "too cold"
two, a number

6 { threw, did throw
through, as in "through the air"

7 { fir, a tree
fur, fine, soft hair

8 { earn, to get or merit by labor
urn, a vase

Write the following sentences, putting the right word in the right place. Underline the words inserted.

It is not what we (8), but what we save that makes us rich. —*Prov.* A bird in the hand is worth (5) in the bush.—*Prov.*

We (1) the silver (8) (5) them. I remember, the (7) trees, dark and high.—*Hood.* A (1) is one-hundredth part of a dollar. Prunes are dried (2)s. A dog has (4) feet, but the (4) feet are the two front feet. And all the world would (3). —*Cowper.* The (1) of the roses will hang round it still.—*Moore.* Who (6) the stone (6) the window? Russian sable is a costly (7) (5) many cooks spoil the broth. Masons test a wall with a (2)-line. White marble (3)s lead to the Capitol.

69.

nev'er	neth'er	fel'on	men'tal
tem'per	skep'tic	zeal'ot	plen'ty
per'ish	cher'ub	stead'y	pet'rel
cher'ish	her'ald	peas'ant	jeal'ous
wed'lock	blem'ish	threat'en	weath'er
ped'dler	thread'bare	pleas'ure	meas'ure

70.

com'pass	cac'tus	cha'os	chord
cul'prit	com'rade	chrome	chyle
cur'ry	cab'in	chro'mo	chyme
cur'few	ca'ble	chron'ic	chol'er a
com'et	com pute'	cho'ral	chron'i cle
com plete'	cu'pola	chem'ist	char'ac ter
col'umn	com plex'ion	Chris'tian	cha me'le on

71.—ARITHMETIC.

rate	cu'bic	in'te ger	a mount'
terms	fac'tor	dec'i mal	prin'ci pal
prime	frac'tion	mul'ti ple	di vis'i ble
dig'it	al'i quot	in'ter est	in sur'ance
ze'ro	dis'count	com pos'ite	bro'ker age
a'cre	ex am'ple	nu'mer ator	per cent'age
naught	hun'dredth	de nom'i na tor	av oir du pois'

72.—ANIMAL SOUNDS.

purr	yelp	bleat	snort	squeak
hum	howl	cluck	cack'le	roar

low	quack	neigh	whin'ny	scream
grunt	growl	croak	bel'low	buzz
squeal	mew	gob'ble	chir'rup	screech

73.—INSECTS.

bee	gnat	ant	drag'on-fly
wasp	moth	wee'vil	bum'ble bee
flea	roach	mos qui'to	but'ter fly
lo'cust	bee'tle	glow'worm	ka'ty did
hor'net	crick'et	silk'worm	grass'hop per

74.

a'li as	fa'cial	ef face'	fa'tal
a'gen cy	pa'tron	va'cant	ha'zy
ma'ni ac	sta'tion	en gage'	ba'bel
brace'let	an'cient	be came'	az'ure
fa'vor ite	pa rade'	pro fane'	ha'tred
va'por ize	dra'per y	dis place	man'ger

75.

gym'nast	gib'lets	hom'age	gen'u ine
gyp'sy	gen'ius	gib'bet	mag'is trate
en'gine	gen teel'	gen'e sis	gym nas'tics
mar'gin	herb'age	gest'ure	gym na'si um

76.—REVIEW.

ache	bruise	bu'reau	could
ac cept'	Arc'tic	care'ful	dai'sy
a fraid'	bis'cuit	car'riage	cur'tain
a gain'	au'tumn	cel'er y	col'ored
al'mond	ba na'na	chim'ney	con'ti nent
an'i mal	break'fast	Christ'mas	cran'ber ry

77.

dif'fer ent	friend	health'y	juice
dough'nut	gi raffe'	help'ful	knife
ear'nest	gru'el	hom'i ny	knuck'le

ei'ther	e qua'tor	ho ri'zon	laugh
el'e phant	er'rand	hy'a cinth	learn
e nough'	Feb'ru a ry	in'ter est ing	isth'mus

78.—REVIEW.

maize	mo las'ses	o'a sis	rai'sin
li'chen	mos qui'to	o blige'	pic'ture
liq'uid	moun'tain	om'e let	pitch'er
mat'tress	nei'ther	os'trich	pleas'ant
mi'grate	neph'ew	oys'ter	prai'rie
min'u end	niece	par'al lel	pump'kin

79.

rhu'barb	skein	tongue	zone
rough	sleigh	tor'rid	whose
salm'on	sev'er al	un til'	would
schol'ar	skel'e ton	tem'per ate	wrong
scis'sors	spin'ach	thous'and	ze'nith
sen'tence	squir'rel	vol ca'no	writ'ten

80.—SYNONYMS.

ef'fort	en deav'or	lack'ing	de fi'cient
re past'	col la'tion	out'ward	ex ter'nal
in close'	en vel'op	down'cast	de ject'ed
de cide'	de ter'mine	a tone'	ex'pi ate
re vere'	ven'er ate	con fuse'	be wil'der
spring'y	e las'tic	de ride'	rid'i cule

81.

fool	priest	dra'ma	han'dle	lad'der
lock	del'ta	fel'low	hel'met	lob'ster
feast	an'gel	mask	freck'le	mar'ket
hook	se'cret	fos'sil	liq'uor	ma'tron

82.

rul'er	an'cient	tow'er ing	for'tress es
sto'ry	ver'dant	ex ten'sive	at tract'ive

roams	fruit'ful	sep'ul cher	ap pa ri'tion
stream	slum'bers	be stow'ing	pic tur esque'
stat'ed	en tombed'	re main'der	ben e dic'tion

83.—MASCULINE AND FEMININE.

he'ro	her'o ine	beau	belle
host	host'ess	wiz'ard	witch
act'or	ac'tress	sir	mad'am
god	god'dess	bach'e lor	maid, spin'ster
heir	heir'ess	wid'ow er	wid'ow
jan'i tor	jan'i tress	man serv'ant	maid serv'ant
proph'et	proph'et ess	land'lord	land'la dy

84.—HOMONYMS.

1. break, to part by force; brake, for stopping wheels; a fern
2. week, seven days; weak, feeble
3. waist, part of the body; waste, a desert; to squander
4. piece, a part; a composition; peace, quiet
5. hail, frozen rain; to salute; hale, healthy
6. wait, to stay; weight, heaviness
7. heel, part of the foot; heal, cure
8. peal, a loud sound; peel, to strip off the skin

In the following sentences put the right word in the right place. Underline the words inserted.

Achilles was slain by being wounded in the (7). A (4) of banana (8) should not be thrown on the pavement. The (1)ing waves dashed high.—*Hemans.* (5), holy light.—*Milton.* The engine whistled "Down (1)s." What is your (6)? I lay me down in (4) to sleep.—*Willard.* Physician, (7) thyself.—*Bible.* If you are (5), you cannot be (2). The deep thunder, (8) on (8), afar.—*Byron.* There was a belt about her (3). Sunday is the first day of the (2). Learn to labor and to (6).—*Longfellow.* (3) not, want not.—*Prov.*

85.

jui'cy	tip'sy	po'sy	ma'zy
spi'cy	fuss'y	pal'sy	diz'zy

fan'cy	moss'y	pro'sy	cra'zy
flee'cy	mass'y	flim'sy	breez'y
mer'cy	drop'sy	glass'y	driz'zly

86.—SYNONYMS.

a base'	de grade'	ad'age	max'im
ab hor'	de test'	ac cost'	sa lute'
a bide'	so'journ	a dieu'	good-by'
ac quit'	ab solve'	a dorn'	dec'o rate
ac cede'	com ply'	ad vice'	coun'sel
a ban'don	for sake'	ac quaint'	in form'

87.—OPPOSITES.

ab'sent	pres'ent	guilt'y	in'no cent
be stow'	re ceive'	stub'born	yield'ing
de stroy'	con struct'	in te'ri or	ex te'ri or
free	cap'tive	fail'ure	suc cess'
dis perse'	as sem'ble	de crease'	aug ment'
e merge'	im merge'	em'i grate	im'mi grate

88.

sa li'va	i'ci cle	con fide'	pi'rate
en vi'ron	pli'a ble	com bine'	bri'ny
en ti'tle	di'a ry	re cite'	mi'nus
vi'o late	li'a ble	sur mise'	li'bel
ri'val ry	si'phon	re quire'	fi'nal
pi'e ty	bi'ped	com prise'	vi'per

89.

braid	ex am'ine	coax	ra'zor
beard	ex cur'sion	skull	ven'ture
bloom	de light'ful	hoarse	whith'er
bleach	in struc'tion	a piece'	smoth'er

90.—MINING.

zinc	mi'ca	gran'ite	lode
lead	sul'phur	gyp'sum	shaft

quartz	car'bon	plat'i num	min'er
cop'per	salt pe'ter	min'er al	tun'nel
ni'ter	mer'cu ry	me tal'lic	der'rick

91.—FARMING.

plow	har'row	ster'ile	fer'tile
reap'er	thresh'er	clay'ey	bog'gy
mow'er	fal'low	bar'ren	ar'a ble
scythe	swamp'y	loam'y	al lu'vi al
sick'le	fruit'ful	marsh'y	gua'no

92.

mu'ti ny	flu'id	dis pute'	se clude'
du'ti ful	mu'sic	pro cure'	de lude'
pu'ri fy	glu'ten	in sure'	as sure'
cru'el ty	tu'mor	di lute'	a buse'
mu'tu al	fu'ture	en dure'	a muse'
lu'di crous	cu'ri ous	pre sume'	al lure'

93.

doub'le	jew'el er	su pe'ri or	sleet
har'ness	tomor'row	va ca'tion	tacks
mat'ting	which ev'er	twi'light	sphere
val'u a ble	scen'er y	moun'tains	ce'dar

94.

blouse	cis'tern	knuck'l e	steppes
breathe	clean'ly	col'an der	tru'ly
el lipse'	dah'lia	fa mil'iar	vil'lain
de spair'	cru sade'	des'o late	cut'ler y
um'pire	cou'pon	de pos'it	hap'pened
jun'ior	com'merce	tran'som	oc curred'
a'corn	cour'te sy	ven'ti late	prec'i pice

95.

daunt	twelfth	come'ly	bel'lows
brooch	a dult'	com mand'	as sume'

nymph	de sist′	a′re a	cask′et
crea′ture	ad vance′	dis arm′	cit′i zen
con sume′	di gest′	cha grin′	duc′tile

96.—HOMONYMS.

1 { air, what we breathe
e'er, ever
ere, before
heir, one who inherits

2 { sail, of a ship
sale, a selling

3 { ho'ly, sacred
whol'ly, completely

4 { plain, level ground; clear
plane, flat surface; tree; tool

5 { rain, water from clouds
reign, rule
rein, for a horse

6 { coarse, rough
course, way

7 { col'lar, band for the neck
chol'er, anger

8 { dy'ing, ceasing to live
dye'ing, coloring

Write the following sentences, putting the right word in the right place:

Westward the (6) of empire takes its way.—*Berkeley.* O, there is sweetness in the morning (1).—*Byron.* (3) angels guard thy bed.—*Watts.* How gladly would we buy time were it for (2). How beautiful is the (5) after the dust and heat.—*Longfellow.* The top of my desk is a (4) surface. What! drunk with (7).—*Shakespeare.* The (7) was made of cloth. We thought her (8) when she slept. The Prince of Wales is (1) to the English throne. Russia is almost (3) a vast (4). Write home (1) the ship (2)s. The (5) guides the horse. The cochineal insects furnish a red color for (8). Shakespeare lived during the (5) of Queen Elizabeth.

97.—CLOTH.

jean	sat′in	si le′sia	cal′i co
baize	vel′vet	me ri′no	al pac′a
serge	flan′nel	cam′bric	dam′ask
plush	mus′lin	bro cade′	cor′du roy
lin′en	mo′hair	chev′i ot	cas′si mere
tweed	de laine′	ging′ham	vel vet een′
chintz	broad′cloth	cash′mere	seer′suck er

98.

monk	piv'ot	pub'lic	tas'sel
mur'mur	part'ner	rum'mage	trel'lis
mys'ter y	phys'ic	skir'mish	tus'sle
par'a ble	pi'ous	sol'emn	weap'on
par'cel	pi'ra cy	spe'cie	wel'fare
mes'sage	pit'i ful	stam'mer	syr'inge

99.

tu'bu lar	bear'er	vic'tor	ju'ror
tab'u lar	lodg'er	val'or	fla'vor
pop'u lar	cor'o ner	tu'tor	ru'mor
cir'cu lar	mourn'er	tre'mor	or'a tor
cal'en dar	strag'gler	trai'tor	stu'por
sec'u lar	vend'er	tor'por	splen'dor
mus'cu lar	in tru'der	suit'or	sur vey'or

100.—ON THE WRITING DESK.

ream	ru'ler	let'ter	pa'per-weight
quill	tab'let	e ra'ser	port fo'li o
quire	blot'ter	ink'stand	mu'ci lage
stamps	wa'fer	fools'cap	en'vel ope
pen'knife	cal'en dar	dic'tion a ry	seal'ing-wax

101.—FISH.

eel	trout	dol'phin	her'ring
cod	pike	sar'dine	mack'er el
carp	shark	had'dock	pick'er el
perch	shad	suck'er	stur'geon
bass	smelt	min'now	hal'i but

102.

un just'	un just'ly	re'al	re'al ly
lan'guid	lan'guid ly	meek	meek'ly
se cure'	se cure'ly	court	court'ly
se'ri ous	se'ri ous ly	an'nu al	an'nu al ly
spite'ful	spite'ful ly	in tent'	in tent'ly
un u'su al	un u'su al ly	for'mer	for'mer ly
dread'ful	dread'ful ly	fre'quent	fre'quent ly

103.

grief	griev'ous	pore	po'rous
joy	joy'ous	ri'ot	ri'ot ous
vice	vi'cious	glo'ry	glo'ri ous
stud'y	stu'di ous	dan'ger	dan'ger ous
la'bor	la bo'ri ous	mur'der	mur'der ous
in'dus try	in dus'tri ous	ma la'ri a	ma la'ri ous

104.—HOMONYMS.

1. pair, two; pare, to cut off; pear, a fruit
2. their, belonging to them; there, in that place
3. cap'i tal, chief town; stock; cap'i tol, building
4. hear, to listen; here, in this place
5. meat, animal food; meet, proper; to come together; mete, to measure
6. as cent', a rising; as sent', agreement
7. pane, a plate of glass; pain, an ache
8. rye, a grain; wry, crooked

Write the following sentences, putting the right word in the right place:

(2) is nothing new under the sun.—*Bible.* (8) grows in cold countries. When shall we three (5) again?—*Shakespeare.* A (7) of glass. (4) rests his head upon the lap of earth.—*Gray.* Can you (1) a (1) with a (1) of scissors? The (3) is a white marble building. The (6) of Mont Blanc is full of danger. Be silent that you may (4).—*Shakespeare.* Sweet is pleasure after (7).—*Dryden.* Birds in (2) little nests agree.—*Watts.* Washington is the (3) of the United States. Is not the life more than (5)?—*Bible.* He gave his (6) to the proposal. There is a bird called the (8) neck. With what measure ye (5), it shall be measured to you again.—*Bible.*

105.—KNOWN BY

Seeing.	*Smelling.*	*Tasting.*
squal'id	ran'cid	lus'cious
un couth'	fra'grant	pun'gent

col′ored	per′fumed	bit′ter
o paque′	o′dor ous	in sip′id
ra′di ant	ar o mat′ic	de li′cious

Touching.		*Hearing.*	
warm	smooth	clear	ech′o ing
rough	tep′id	loud	muf′fled
sleek	un e′ven	in dis tinct′	noi′sy

106.

height	count′er	la′zi ly	ach′ing
re sult′	awk′ward	hes′ i tate	sur prise′
con fess′	bus′i ly	spe′cial	quan′ti ty
wrig′gle	re mark′a ble	mus′cles	syl′la ble
fir′kin	gen′tle man	vil′lage	scold′ed
anx i′e ty	u′su al ly	pro tect′	gos′sa mer

107.—REVIEW.

e ra′ser	dic′tion a ry	scythe	com′mon
bar′y tone	mack′er el	feign	tac′it
or′ches tra	jew′el ry	zeph′yr	gyp′sy
cam paign′	veg′e ta ble	liq′uor	ges′ture
glac′i er	cas′si mere	giz′zard	salm′on
moun′tain	sar sa pa ril′la	gey′ser	wool′en

108.

al pac′a	par′lia ment	thief	dai′sy
sal′a ry	cyl′in der	toi′let	doc′ile
boy′cott	cem′e ter y	au′tumn	rep′tile
ox′y gen	am′e thyst	ac′id	im′age
em′er y	sep′a rate	pum′ice	cor′nice
tur quoise′	hun′dredth	ber′yl	ci′pher

109.—REVIEW.

skep′tic	sol′emn	weird	can′cel
squal′id	ver′ti cal	myrrh	con cede′
squir′rel	de li′cious	which	pleas′ure

schol'ar	syl'la ble	straight	ped'dler
myr'i ad	ker'o sene	weap'on	vil'lage
wiz'ard	med'i cine	syr'inge	griz'zly

110.

i'ci cle	ver mil'ion	a dieu'	tus'sle
rum'mage	Ni ag'a ra	sep'a rate	cer'tain
lunch'eon	nec'es sa ry	twelfth	cha grin'
sur'name	pen i ten'tia ry	be lieve'	cot'tage
car'a mel	re ceived'	the'a ter	sup pose'
span'iel	ex hi bi'tion	res er voir'	de vel'op

111.—HISTORY.

char'ter	squaw	scalped	wil'der ness
spear	pap poose'	ship'wreck	suf'fer ing
wig'wam	war'rior	ex plore'	set'tle ment
wam'pum	cal'u met	col'o ny	trea'ty
moc'ca sin	dis cov'er y	per'ma nent	per'se cute
tom'a hawk	pi o neers'	nav'i ga tor	mas'sa cre

112.—HOMONYMS.

1. ewe, a female sheep
   you, person addressed
   yew, an evergreen tree
2. cru'el, unkind
   crew'el, soft yarn
3. choir, a band of singers
   quire, 24 sheets of paper
4. bough, a branch
   bow, to bend; front of ship
5. knead, to work dough
   need, want
6. stake, a post; a wager
   steak, a slice of meat
7. gait, manner of walking
   gate, a kind of door
8. main, chief
   mane, hair on horse's neck
   Maine, one of the U. S.

Write the following sentences, putting the right word in the right place:

I had most (5) of blessing.—*Shakespeare.* May I join the (3) invisible ?—*George Eliot.* (1)s and bleating lambs.—*Milton.* Added woes may (4) me to the ground.—*Pope.* (2)s are used in embroidery. (1) must (5) the dough to make good bread. The man who walked through the (7) had a peculiar (7). Have a care for the (8) chance.—*Butler.* Twenty (3)s make a

ream. He bought a slice of sirloin (6). Me. is the abbreviation of (8). The Mistletoe (4) is a poem. Like a dewdrop from the lion's (8). Joan of Arc was burned at the (6). The wood of the (1) was used for making bows.

113.

cu'ti cle	lyr'ic al	cler'ic al	pay'a ble
mir'a cle	spher'ic al	crit'ic al	bla'ma ble
ob'sta cle	sur'gi cal	cyn'ic al	ta'ma ble
par'ti cle	trag'ic al	whim'si cal	teach'a ble
spec'ta cle	op'tic al	prac'ti cal	ten'a ble
trea'cle	clas'sic al	phys'i cal	ca'pa ble
man'a cle	com'ic al	med'ic al	af'fa ble

114.

sing'er	preach'er	deaf'ness	soft'ness
wait'er	la'bor er	firm'ness	sweet'ness
start'er	lect'ur er	swift'ness	round'ness
catch'er	ex am'in er	fierce'ness	prompt'ness
think'er	com mand'er	hard'ness	wretch'ed ness

115.

ac crue'	a thwart'	con'quer	ath'lete
a chieve'	vict'uals	a'lien	fau'cet
a ghast'	cro chet'	al'oes	cal'lous
greas'y	bou quet'	anx'ious	bur'glar
ca det'	bru nette'	brig'and	dul'cet
con geal'	car toon'	drug'get	daunt'less

116.—HOMONYMS.

1. leaf, part of a tree or book
   lief, willingly
2. great, large; noble
   grate, to rub; iron frame for fire
3. heard, did hear
   herd, of cattle
4. lain, reclined
   lane, a narrow road
5. base, mean; foundation
   bass, a part in music
6. aught, anything
   ought, bound by duty
7. right, opposite of wrong
   rite, a form
   wright, a workman
   write, act of writing

Write the following sentences, putting the right word in the right place:

I see the (7), and I approve it too.—*Ovid.* It is a long (4) that has no turning.—*Prov.* We all do fade as a (1).—*Bible.* Do what you (6), come what may. Baptism is a religious (7). The (2) fishes eat up the little ones.—*Shakespeare.* I had as (1) sing (5). A ship (7) works in a shipyard. Have you (3) (6) against him? It is a (5) thing to betray a man who has trusted you.—*Prov.* A bright fire glowed in the (2). The lowing (3) winds slowly o'er the lea.—*Gray.* I never dare to (7) as funny as I can.—*Holmes.* The book has (4) on my table several days.

117.

ab'sence	fuzz	go'pher	la pel'
at'om	cleat	griz'zly	loi'ter
bar'gain	clev'er	haz'ard	lag'gard
but'ton	e clipse'	hu'mor	loz'enge
cat'kin	en cir'cle	jock'ey	ma chine'
glut'ton	fa tigue'	ker'o sene	med'i cine

118.

change	change'a ble	man'age	man'age a ble
charge	charge'a ble	mar'riage	mar'riage a ble
trace	trace'a ble	cour'age	cou ra'geous
no'tice	no'tice a ble	out'rage	out ra'geous
ser'vice	ser'vice a ble	ad vant'age	ad van ta'geous

119.

ey'ry	la'va	ma rine'	dis dain'
eye'let	leis'ure	mar'tyr	glob'ule
frag'ile	jour'nal	naph'tha	hos'tage
frag'ment	lan'guage	nui'sance	cres'cent
ghast'ly	laun'dry	nos'trils	tor'toise
gor'geous	mal treat'	cha rade'	tor'ture

120.—HOMONYMS.

1 { rap, to knock
  { wrap, to cover

2 { peer, an equal; a nobleman
  { pier, pillar of a bridge

3 { colo′nel, an army officer
  { ker′nel, central part of a nut

4 { strait, narrow
  { straight, direct

5 { vain, useless; proud
  { vein, a blood vessel
  { vane, a weathercock

6 { cel′lar, an underground room
  { sell′er, one who sells

Write the following sentences, putting the right word in the right place:

(5) is the help of man.—*Bible.* In song he never had his (2).—*Dryden.* Strive to enter in at the (4) gate.—*Bible.* He cut a (5) in his hand. (1) on the door. The (2)s were of granite. A (3) commands a regiment. The (6) of wines keeps his stock in a (6). A (5) was on the church steeple. (1) up warmly, for the road is bleak. The (3) of the nut serves the squirrel for food.

121.—CHRISTMAS DINNER.

soup	tur′key	on′ions	ice-cream′
rolls	squash	sauce	cake
pick′les	po ta′toes	mince pie	fruit
cel′er y	gra′vy	plum pud′ding	con′serve

122.

bier	ag grieve′	ceil	rein
tier	re lief′	de ceit′	reign
mien	shield	de ceive′	weigh
wield	re trieve′	con ceive′	skein
lien	re prieve′	con ceit′	hei′nous
niece	mis′chief	re ceipt′	o bei′sance
siege	sor tie′	re ceive′	in veigh′
frieze	ker′chief	per ceive′	neigh′bor

123.

chas tise′	bap tize′	a pol′o gize	or′gan ize
crit′i cise	cap size′	har′mo nize	mag′net ize
cat′e chise	re′al ize	gal′va nize	sym′pa thize
ad′ver tise	i′dol ize	fer′til ize	sol′em nize
ex′er cise	civ′i lize	col′o nize	rec′og nize
mer′chan dise	cen′tral ize	tan′ta lize	pat′ron ize
en′ter prise	le′gal ize	dram′a tize	mem′o rize

124.—HOMONYMS.

Write the following sentences, using the right word:

Better alone than in (bad, bade) company. Don't give (to, two, too) much for the whistle. Everything comes in (thyme, time) to (hymn, him) who can (wait, weight). He who follows (two, too, to) (hares, hairs) is sure (two, too, to) catch neither. It never (reins, rains, reigns) but it (pores, pours). Men speak of the (fair, fare) as things went with them (there, their). Out of (site, sight, cite), out of (mind, mined). Time and (tied, tide) (wait, weight) for (know, no) man. Where (there's theirs) a will there's always a (weigh, way). (Faint, feint) (hart, heart) ne'er (won, one) (fare, fair) lady.

125.

val′leys	pur′chased	sal′a ry	ce′dar
cur′rent	a cross′	spruce	scen′er y
cap′i tal	glac′i ers	in hab′it ants	val′u a ble
cli′mate	va ri′e ty	re sem′ble	de spair′

126.

de clare′	can′cel	ap pease′	con sent′	af fair′
col lect′	a ver′	a bol′ish	re voke′	a gree′
al lay′	a mass′	as sert′	dis cuss′	an nul′
ap pall′	as suage′	con cede′	af firm′	ar′gue
at tach′	af fright′	zeal′ous	al low′	anx′ious
pac′i fy	ap pend′	con cern′	ar′dent	an′cient

127.

sluice	thyme	whoop	suite	spouse
shrift	type	wreathe	realm	manse
scribe	theme	writhe	myrrh	phrase

128.

nerve	un nerve′	ech′o	re ech′o
spell	mis spell′	e lect′	re e lect′
spend	mis spend′	le′gal	il le′gal
step	mis step′	sev′er	dis sev′er
en gage′	re en gage′	mor′tal	im mor′tal
sat′is fy	dis sat′is fy	sim′i lar	dis sim′i lar

129.—HOMONYMS.

Write the following sentences, selecting the right word:

The past is not (holy, wholly) (vane, vain, vein), if rising on its (wrecks, recks) to something nobler (we, wee) attain.—*Longfellow.* In the morning (sow, sew) thy (seed, cede).—*Bible.* Then he said, "Good (knight, night)," and with muffled (o'er, oar, ore), silently (road, rowed, rode) to the Charlestown shore.—*Longfellow.* The heaviest (dews, dues) fall on clear (nights, knights). The (pale, pail) light of the moon is the reflection of the (son's, sun's) light. "(There, Their) graves are green; they may be (scene, seen)," the little (made, maid) replied.—*Wordsworth.*

130.

leg′a cy	ur′gen cy	in′ti ma cy	em′bas sy
in′fan cy	cur′ren cy	ex′i gen cy	jeal′ous y
de′cen cy	con′stan cy	cel′i ba cy	min′strel sy
se′cre cy	fal′la cy	con spir′a cy	lep′ro sy
re′gen cy	clem′en cy	ac′cu ra cy	her′e sy
flu′en cy	bril′lian cy	e mer′gen cy	ec′sta sy
va′can cy	buoy′an cy	com′pe ten cy	hy poc′ri sy

131.

a bun′dance	tem′per ance	au′di ence	ig′no rant
venge′ance	ac quaint′ance	dil′i gence	as sist′ant

ig′no rance	an noy′ance	ab′sti nence	de pend′ent
sus′te nance	ve′he mence	rev′er ence	el′e gant
vig′i lance	el′o quence	dif′fi dence	dil′i gent

132.—DISEASES.

gout	ca tarrh′	jaun′dice	hem′or rhage
croup	asth′ma	quin′sy	rheu′ma tism
a′gue	mea′sles	scur′vy	neu ral′gi a
mumps	ul′cer	ty′phoid	pneu mo′ni a
fe′ver	ab′scess	scrof′u la	dys pep′si a
grippe	in flu en′za	nau se′a	pa ral′y sis
can′cer	chil′blain	pleu′ri sy	diph the′ri a
col′ic	ver′ti go	de lir′i um	hy dro pho′bi a

133.—HISTORY.

writs	bul′let	ef′fi gy	in de pend′ent
re sist′	pow′der	al li′ance	dec la ra′tion
mobbed	ram′part	as sem′bly	ca lam′i ty
war′rant	car′tridge	pro hib′it	vol un teer′
un′ion	pa′tri ot	tax a′tion	e vac′u ate
suf′frage	re pealed′	tyr′an ny	rev o lu′tion
of fi′cial	mi li′tia	op pres′sion	u ni ver′sal
re doubt′	lib′er ty	gov′ern ment	rep re sent′

134.—ARMY WORDS.

sol′dier	pla toon′	sen′try	siege
com′pa ny	bat tal′ion	pick′et	sut′ler
reg′i ment	sword	u′ni form	re cruit′
bri gade′	sa′ber	knap′sack	hos′pi tal
di vi′sion	bay′o net	can teen′	gar′ri son
corps	pis′tol	ep′au let	coun′ter sign
in′fan try	car′bine	bag′gage	court-mar′tial
cav′al ry	mus′ket	cais′son	am mu ni′tion
ar til′ler y	ri′fle	biv′ou ac	for ti fi ca′tion
en gi neers′	can′non	fur′lough	in trench′ment

135.—NEWSPAPER TERMS.

dai′ly	ed′i tor	ed i to′ri al
morn′ing	jour′nal ist	lead′er

eve'ning	con trib'u tor	ar'ti cle
sem i-week'ly	re port'er	i'tem
week'ly	cor re spond'ent	lo'cal
bi-month'ly	sub scrib'er	tel'e grams
month'ly	ad ver tis'er	no'tic es
ex chang'es	car'ri er	gos'sip
e di'tion	news'boy	fi nan'cial
pro pri'e tor	ex'tra	a muse'ments
pub'lish er	col'umn	mis cel la'ne ous

136.—REVIEW.

war'rior	cyn'ic al	fuch'si a	phlox
sa'chem	cler'ic al	a za'le a	cap'tain
skil'ful	proph'e cy	wretch'ed	trea'cle
pro'ceeds	proph'e sy	an'te ced ent	pre cede'
con sign'ee	mer'ri ment	par'ti ci ple	pa'tience
Mis sis sip'pi	prom'is so ry	de clar'a tive	de cease'

137.

pal i sade'	aux il'ia ry	mal'ice	scal'lop
cav a lier'	lin'e a ment	vi'cious	su'ture
nau'ti lus	Cin cin na'ti	ec'sta sy	si'phon
or'i fice	rheu'ma tism	jeal'ous y	fron tier'
se'cre cy	dys pep'si a	pen'sion	mus'cle
pes'ti lence	pneu mo'ni a	mis spell'	e'qual ly

138.—REVIEW.

league	bat'ter y	im ag'ine	niche
gui tar'	sal'a ble	fric as see'	sparse
cor'nice	tab'er na cle	lat'i tude	clique
fa çade'	syn'a gogue	mul'lein	na'dir
ac crue'	pre cen'tor	gor'geous	eye'let
pres'sure	cer'e mo ny	tor'toise	mi rage'

139.

coup'le	pau'ci ty	nui'sance	sues
fro'zen	venge'ance	mar'riage	route
vict'uals	griev'ance	wretch'ed	choked

bou quet′	ni′tro gen	ap′pe tite	ra vine′
bru nette′	cap′il la ry	ha rangue′	rou tine′
drug′gist	es pe′cial ly	phy sique′	pat′ent

140.—REVIEW.

nau′se a	dis ap pear′	sep′a rate	sphinx
mi li′tia	dis′si pate	re ceived′	can′cer
ver′ti cal	glyc′er ine	sur′geon	ca tarrh′
cal′en dar	ben′e fit ed	sol′dier	cap size′
ex′er cise	nec′es sa ry	bag′gage	bea′con
con′science	re bel′lion	fur′lough	bod′ice

141.

rec′i pe	in sur′er	fag′ot	dis cern′
def′i nite	ep′au let	for′feit	ex haust′
sac′ri lege	ma neu′ver	fer′rule	crip′ple
right′eous	ar′chi tect	for bade′	cau′tious
gra′cious	guar an tee′	sur′plice	symp′tom
en gi neer′	chrys′a lis	hic′cough	com′ment
chal′ice	con′fis cate	ton′sil	con′crete
chiv′al ry	con va les′cent	per spire′	poul′tice

142.—REVIEW.

cha rade′	bil′liards	al lege′	whey
po′rous	am′a teur	ax′iom	vig′or
plov′er	per se vere′	pur′ple	vic′ar
scep′ter	beau′te ous	ter′race	sol′der
lar′ynx	prej′u dice	spig′ot	bil′ious
tra′che a	ac com′plice	suc ceed′	su′mac

143.

pit′y	con′duit	bre vier′	siege
a byss′	col′umn	wrin′kle	o′gre
sol′ace	brick′kiln	tres′tle	trip′le
er′ror	ban dan′na	ten′ant	sher′iff
busi′ness	pam′phlet	shud′der	pal′ace
re scind′	cat′er pil lar	res er voir′	pi az′za
af′ghan	con ge′ni al	wor′shiped	qui′nine
bi′cy cle	chi rop′o dist	chan de lier′	fla′grant

144.

per suade′	per′fi dy	pur′ga to ry	purge
per form′	per se vere′	pur vey′or	pur′port
per′jure	per pet′u al	per′pe trate	pur′pose
per plex′	per son′i fy	per′ti nent	pur suit′

145.—RAILROAD.

mail	de′pot	lug′gage	tel′e graph
train	sig′nal	dis patch′	con duct′or
track	tick′et	sta′tion	post′al clerk
check	bun′dle	ex′press	pe ri od′ic als
freight	pack′age	brake′man	lo co mo′tive

146.

at tain′a ble	el′i gi ble	con tempt′i ble	beau′te ous
pit′i a ble	suit′a ble	ter′ri ble	be gin′ning
a gree′a ble	al′ma nac	vis′i ble	be ha′vior
sec′re ta ry	boun′da ry	cred′i ble	bil′ious
spec′i men	as cer tain′	cer tif′i cate	cu ri os′i ty
ex pi ra′tion	ex treme′ly	dif′fer ent	treach′er y
grat′i tude	sum′moned	co lo′ni al	pes′ti lence
ob serv′ance	re ceiv′a ble	ex cus′a ble	cer′e mony
av′er age	al read′y	al′pha bet	ac knowl′edge
ex pla na′tion	an′thra cite	ap pren′tice	res er voir′

147.—WORDS LIABLE TO BE CONFOUNDED.

sculp′tor, *a carver of stone*	light′en ing, *to make light*
sculp′ture, *carved work*	light′ning, *electric flash*
proph′e sy, *to foretell*	pa′tients, *sick people*
proph′e cy, *a prediction*	pa′tience, *endurance*
pre cede′, *to go before*	dis ease′, *illness*
pro ceed′, *to advance*	de cease′, *death*

Write the following sentences, selecting the right word:

1. His (prophesy, prophecy) was fulfilled. 2. Let us run with (patience, patients) the race that is set before us.—*Bible.* 3. (Lightening, lightning) must always (proceed, precede)

thunder. 4. Enjoy the kingdom after my (decease, disease). —*Shakespeare.* 5. Phidias was a famous (sculpture, sculptor) of ancient Greece. 6. The captain ordered the (lightning, lightening) of the vessel. 7. The remedy is worse than the (disease, decease).—*Shakespeare.* 8. The physician cured many (patience, patients). 9. He forth on his journey did (precede, proceed). 10. The Greeks ornamented their temples with (sculptor, sculpture).

148.—WORDS LIABLE TO BE CONFOUNDED.

1. ac cept', *to take*
   ex cept', *to leave out*
2. ad vice', *counsel*
   ad vise', *to give counsel*
3. at tend'ance, *the persons who attend any service, etc.*
   at tend'ants, *those who attend as servants, companions, etc.*
4. for'mer ly, *time past*
   form'al ly, *in a formal way*
5. sta'tion a ry, *fixed*
   sta'tion er y, *paper, pens, etc.*
6. pop'u lous, *full of people*
   pop'u lace, *the people*

Write the following sentences, using the right word from the list above:

China is a (6) country. Will you (1) my (2)? King Arthur had brave (3). The (6) swarmed in the streets. (4) buffaloes roamed over the Great Plains. A (5) engine drew a car to the top of the hill. The (3) was large at every lecture (1) the first. I shall no more (2) thee. A stationer sells (5). The meeting was (4) opened by the president.

149.—WORDS LIABLE TO BE CONFOUNDED.

ac cede', *to agree to*
ex ceed', *to go beyond*
af fect', *to act upon*
ef fect', *to accomplish*
ad di'tion, *process of adding*
e di'tion, *publication*
as say', *to test metals*
es say', *to try*
bal'lad, *a song*
bal'lot, *a vote*
close, *to shut*
clothes, *articles of dress*
cen'tu ry, *hundred years*
sen'try, *a sentinel*
cel'e ry, *a vegetable*
sal'a ry, *wages*
de scent', *a going down*
dis sent', *to disagree*

e lic'it, *to draw out*
il lic it, *unlawful*
em'i nent, *distinguished*
im mi nent, *threatening*
e lude', *to escape from*
al lude', *to refer to*
e rup'tion, *a bursting forth*
ir rup'tion, *an invasion*
em'i grate, *to leave*
im'mi grate, *to move into*
ex'er cise, *to use*
ex'or cise, *to drive away*
gla'cier, *an ice field*
gla'zier, *a glass setter*

150.—WORDS LIABLE TO BE CONFOUNDED.

in gen'ious, *skilful*
in gen'u ous, *honest*
jest'er, *one who jests*
ges'ture, *action*
lin'i ment, *liquid ointment*
lin'e a ment, *a feature*
lose, *to suffer loss*
loose, *to untie*
pas'tor, *a minister*
pas'ture, *a field for cattle*
pres'ence, *nearness*
pres'ents, *gifts*
pop'lar, *kind of tree*
pop'u lar, *agreeable*
prec'e dent, *an example*
pre ced'ence, *superiority*
pres'i dent, *chief magistrate*
par ti'tion, *division*
pe ti'tion, *a request*
rel'ic, *a memorial*
rel'ict, *a widow*
stat'ue, *an image*
stat'ure, *height*
stat'ute, *a law*
sur'plus, *the remainder*
sur'plice, *clergyman's robe*
se'ries, *a succession*
se'ri ous, *solemn*
spe'cies, *a kind*
spe'cious, *plausible*
track, *a footstep*
tract, *a region* [*lands*
ten'ure, *manner of holding*
ten'or, *part in music*
ve rac'i ty, *truthfulness*
vo rac'i ty, *greediness*

STATES AND TERRITORIES WITH THEIR ABBREVIATIONS.

North Atlantic Division:		*South Atlantic Division:*	
Maine	Me.	Del'a ware	Del.
New Hamp'shire	N. H.	Ma'ry land	Md.
Ver mont'	Vt.	Dis'trict of Co lum'bi a	D. C.
Mas sa chu'setts	Mass.	Vir gin'i a	Va.
Rhode Is'land	R. I.	West Vir gin'i a	W. Va.
Con nect'i cut	Conn. or Ct.	North Car o li'na	N. C.

New York	N. Y.	South Car o li'na	S. C.
New Jer'sey	N. J.	Geor'gi a	Ga.
Penn syl va'ni a	Pa.	Flor'i da	Fla.

Northern Central Division:

O hi'o	O.
In di an'a	Ind.
Il li nois'	Ill.
Mich'i gan	Mich.
Wis con'sin	Wis.
Min ne so'ta	Minn.
I'ow a	Ia.
Mis sou'ri	Mo.
North Da ko'ta	N. Dak.
South Da ko'ta	S. Dak.
Ne bras'ka	Neb.
Kan'sas	Kan.

Western Division:

Mon ta'na	Mont.
Wy o'ming	Wyo.
Col o ra'do	Colo.
New Mex'i co	N. Mex.
Ar i zo'na	Ariz.
U'tah	U.
Ne va'da	Nev.
I'da ho	Ida.
A las'ka	Alas.
Wash'ing ton	Wash.
Or'e gon	Or.
Cal i for'ni a	Cal.

Southern Central Division:

Ken tuck'y	Ky.	Lou i si a'na	La.
Ten nes see'	Tenn.	Tex'as	Tex.
Al a ba'ma	Ala.	Ok la ho'ma	Okla.
Mis sis sip'pi	Miss.	Ar'kan sas	Ark.

The population of the United States in 1910 was 92,174,515.

TABLE OF COMMON ABBREVIATIONS.

A. B. Bachelor of Arts.
acct. or a/c Account.
A. D. (*Anno Domini*) In the year of our Lord.
ad lib. (*ad libitum*) At pleasure.
Admr. Administrator.
adj. Adjective.
adv. Adverb.
aet. (*aetate*) Aged.
A. M. Master of Arts; before noon.
amt. Amount.
ans. Answer.
Anon. Anonymous.
Atty. Attorney.
Ave. or Av. Avenue.
bal. Balance.
bbl. Barrel.
B. C. Before Christ.

Bro. Brother.
bu. Bushel.
Capt. Captain.
Cap. Capital.
C. E. Civil engineer.
Co. Company, county.
Col. Colonel.
Cr. Creditor, credit.
cts. Cents.
cwt. Hundredweight.
D. D. Doctor of Divinity.
del. (*delincavit*) He drew it.
Dep. Deputy.
Dept. Department.
do. (*ditto*) The same.
doz. Dozen.
Dr. Doctor, debtor.
D. V. (*Deo volente*) God willing.
ed. Edition, editor.
e. g. (*exempli gratia*) For example.
Eng. England, English.
Esq. Esquire.
et al. (*et alii*) And others.
etc. (*et cetera*) And the rest.
Exr. Executor.
Fahr. or F. Fahrenheit.
fem. Feminine.
Fr. France, French.
ft. Foot, feet.
gal. Gallon, gallons.
Gen. General.
Ger. Germany, German.
Gov. Governor.
hhd. Hogshead.
H. M. His (or Her) Majesty.
Hon. Honorable.
H. R. H. His (or Her) Royal Highness.
ib. or ibid. (*ibidem*) In the same place.
id. (*idem*) The same.
i. e. (*id est*) That is.
in. Inch, inches.
inst. (instant) Of the present month.
Jr. or Jun. Junior.
£, lb., ℔, or lib. Pound.
LL. D. Doctor of Laws.
Lieut. Lieutenant.
M. Monsieur, midday.
Maj. Major.
mas. Masculine.
M. C. Member of Congress.
M. D. Doctor of Medicine.
mem. (*memento*) Remember.
min. Minute, minutes.
Mlle. Mademoiselle.
Mme. Madame.
M. P. Member of Parliament.
MS. Manuscript.
MSS. Manuscripts.
Mt. Mountain, mount.
Mus. D. Doctor of Music.
N. B. (*nota bene*) Mark well.
neut. Neuter.
N. G. National Guard.
No. (*numero*) Number.
ob. (*obiit*) Died.
p. Page; pp., pages.
per cent. or % (*per centum*) By the hundred.
Ph. D. Doctor of Philosophy.
P. M. (*post meridiem*) Afternoon, postmaster.

P. O. Post-Office.
pk. Peck.
pl. Plural.
pop. Population.
P. P. C. (*pour prendre congé*) To take leave.
Pres. President.
Prof. Professor.
pro tem. (*tempore*) For the time.
prox. (*proximo*) Of next month.
P. S. Postscript.
Ps. Psalm or Psalms.
pwt. Pennyweight.
q. e. (*quod est*) Which is.
qt. Quart.
q. v. (*quod vide*) Which see.
R. A. Royal Academy.
Rec'd. Received.
Rev. Reverend.
R. R. Railroad.
R. S. V. P. (*répondez s'il vous plaît*) Answer, if you please.
Rt. Hon. Right Honorable.
Sec. Secretary.
sing. Singular.
St. Saint, street.
supp. Supplement.
Supt. Superintendent.
tr. Transpose, translator.
ult. (*ultimo*) Of last month.
U. S. A. United States Army.
U. S. M. United States Mail.
U. S. N. United States Navy.
viz. (*videlicet*) Namely.
vol. Volume, volumes.
vs. (*versus*) Against.
Xmas. Christmas.
yd. Yard, yards.
&c. And so forth.

PENMANSHIP

GENERAL INSTRUCTIONS

PRELIMINARY REMARKS

1. Good writing may be briefly defined as writing that is easily read and easily and rapidly written. Legible writing depends on a correct idea of form. Easy writing depends on movement. Rapid writing depends on simplicity of form combined with ease of movement.

Easy, rapid, graceful, tireless writing is the result of *muscular*, or *arm*, *movement*. Users of the arm movement never have writers' cramp, which results from gripping and the use of the small muscles of the hand and fingers that tire easily. The large muscles of the arm and shoulder, which are tireless so far as their use in writing is concerned, should be made to do the work. The function of the hand and fingers is simply to hold the pen, not to propel it.

Two things are necessary to the acquirement of a good handwriting: *study* and *practice*. Study is the only means by which the correct forms of the different letters can be learned, and practice is necessary to gain the control of the muscles required for the execution of those forms when once fixed in the mind.

Since the ability to write a fine hand is an acquirement and not a natural gift, any person not positively deformed who is willing to work, who is intelligent enough to work in the right way, and who will persevere for a reasonable time, can become a good writer—not an expert, perhaps, for that requires talent

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as well as effort, but able to write a good, plain business hand, which is all that is needed or desired by the average person.

The time is past when writing was an accomplishment possessed by a few. Today every one is expected to be able to write, and although writing may be regarded as a fine art, and is considered as such in the penmanship of those who excel in it, yet it is not too much to expect all to be able to write legibly and well. To ask a man to spend his valuable time and exercise his ingenuity in trying to read illegible writing is nothing short of imposing on his good nature.

In commercial schools more attention has been given to the teaching of penmanship than in public schools, simply because a good hand is a qualification that business men insist that a bookkeeper or clerk shall have. Penmanship is, therefore, an extremely important subject for one who expects to enter the commercial field, and the greatest effort should be made to master it.

2. Foundation of Good Writing.—In the system of writing set forth here, the first task will be to learn to use the arm movement. This is in a sense the foundation, though, if satisfactory progress is made, movement and form must advance together. Attention given to form only means cramped writing; to movement only, scribbling.

Correct movement depends so much on correct position that the position may be said to be for a time the most important thing to consider. It is the key to easy and rapid writing. Do not be content to read the description of the position once and to glance at the illustrations today with no thought of ever going back to them; refer to them often and study them so closely that they will become fixed in your mind to stay. With every lesson let the first thought on beginning daily practice be of your position and the manner of holding your pen. In time you will learn to assume the right position without special care, for it is in reality the easiest and most natural one that can be taken. But until the correct position has become a habit you must watch yourself closely.

POSITIONS

3. Position of Body.—Observe attentively the position shown in Figs. 1 and 2. These illustrations show the correct

FIG. 1

position more plainly than it can be explained in words. The feet are squarely on the floor and separated, and both arms are

on the table, so that the body is in what is known as the *front position*, which keeps the shoulders even. The body leans forwards over the table only as much as the bending from the hips throws it forwards naturally. If the sight is normal this

FIG. 2

brings the eyes at the proper distance from the writing. Thus, the position of the body is natural, easy, and healthful. Writing will not make you round-shouldered or your shoulders uneven if your position is right.

4. Position of Paper, Etc.—Fig. 3 shows the relative position of desk, paper, arms, and pen. Observe that the paper is placed diagonally across the desk but that it is not slanted enough for the edge to be parallel with the right forearm; that the right and left arms are at right angles to each other; that the elbows project just a trifle over the edge of the desk; and that the penholder points in a direction not quite over the right shoulder but between shoulder and elbow.

A blotter should be placed under the right hand and be held in place by the left. The hand glides on this and the paper is protected from being soiled by perspiration from the hand.

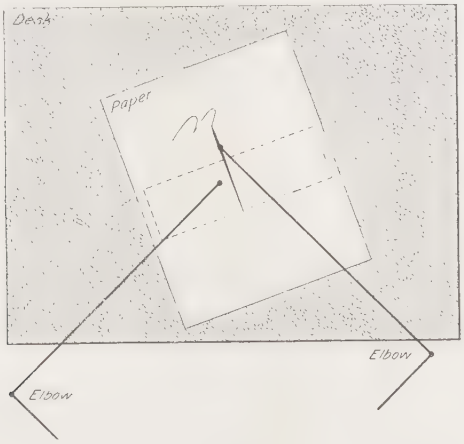


FIG. 3

The right elbow should be shifted from two to four times in writing across a page and the sheet must be moved forwards as progress is made toward the bottom.

5. Position of Arm and Hand.—Figs. 4 and 5 show the position of the arm and hand. Note that the arm rests on the fleshy part just in front of the elbow and that the hand rests and glides on the nails of the third and fourth fingers. Some penmen prefer to curl the fingers under a little more so that the gliding rest is on the joint of the little finger. Which of these two positions is the better depends on the length of the fingers. *The*

hand must not be turned over to the right enough so that the fleshy part touches the table. Neither should the wrist quite touch.

The illustrations show the penholder crossing the hand at the knuckle joint. Some persons prefer to hold the pen in a

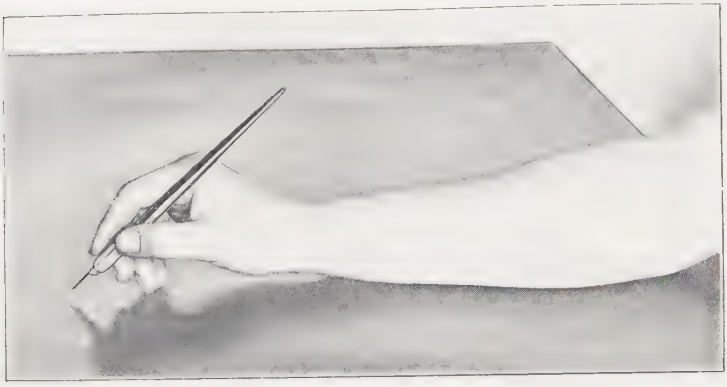


FIG. 4

slightly more upright position so that it crosses the hand just in front of the knuckle, others let it cross behind the joint. There is no set rule regarding this, although it is generally

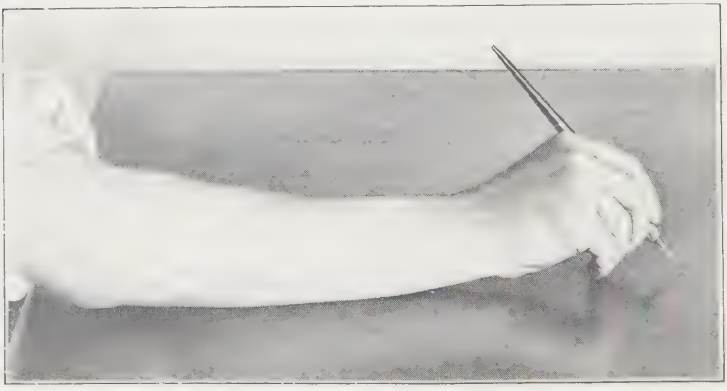


FIG. 5

agreed by penmen that the penholder should incline at an angle of about 45°, which is half way between horizontal and perpendicular.

The pen should be grasped firmly but lightly. *Guard against gripping it tightly; this cramps the muscles, tires the arm, and prevents freedom.*

The clothing on the arm and shoulders should be loose and light. Tight sleeves make freedom impossible. Stiff cuffs are also a hindrance.

The full weight of the right arm should fall on the muscle, as shown, but any weight from the body that is made to fall on the arms can be thrown entirely on the left so as to allow the right perfect freedom.

No part of the hand should touch the paper except the tips of the third and fourth fingers.

6. Drill for Position and Arm Movement.—To get into position for writing, relax all muscles and let both arms fall lifelessly to the sides; swing them backwards and forwards a few times, then raise them entirely above the desk and let them drop into place. The fingers will curl under naturally so that the hand will be about half closed and in just the right position for holding the pen. Do this for practice a number of times.

A drill for muscular action is the following: Place the arm in the position shown by Fig. 4, but, instead of taking the pen, close the hand in a tight fist, then move the arm rapidly forwards and backwards on the muscle as far as you can without sliding the sleeve. The movement should be in and out of the sleeve, or if you wish you may practice with the sleeve rolled up as shown in the illustration.

7. Requisites for Free-Arm Movement.—The requisites for free-arm movement may be briefly summarized as follows:

1. Correct position of body, arm, and hand, which allows unrestricted action of the muscles.
2. Loose clothing on the arm and shoulders.
3. No gripping of the pen.
4. Relaxation. Not a muscle in the entire body should be tense.
5. The use of the forearm muscle as the center of motion.

MATERIALS

8. Do not try to economize on writing materials. Poor materials mean poor work. Use plenty of paper and pens but do not waste them. Utilize every inch of your practice paper.

The **paper** should be ruled and have a firm and smooth, but not glossy, surface. A good quality of foolscap is to be preferred.

Pens about as fine as Gillott's No. 604, Tec. No. 1, or Spencerian No. 1 are recommended. Moderately fine pens produce the best results for practice work. They compel the cultivation of a light, elastic touch, one of the essentials of good writing; they bring out the defects of the writing more plainly than others, thus allowing closer criticism; and they make necessary the exercise of care and attention to details.

If your touch is naturally very heavy and you find it impossible not to shade when you use a fine, flexible pen, try Gillott's No. 603 or 601. These are fine but stiff.

The **penholder** should have a cork or a rubber tip or be entirely of wood. Metal penholders are not good because they are usually so small near the point as to cause a tendency toward gripping.

The **ink** needs to be of a quality that will flow freely and evenly. A blue-black fluid ink is much better for ordinary writing than a jet-black ink, the latter being too heavy and thick. Do not use ink that is old, pale, or filled with sediment. Stafford's, Carter's, or Arnold's inks are of a satisfactory quality.

THE LESSONS

DIRECTIONS FOR STUDY AND PRACTICE

9. This Section on penmanship consists of twenty lessons and each lesson is divided into a number of exercises, there being, in all, one hundred and twenty-one exercises. Neither a lesson nor an exercise of a lesson should be thought of as a day's work, but at least one day's practice period should be devoted to each exercise, and after all the exercises of a lesson have been practiced the lesson should be reviewed as a whole and extra time devoted to exercises that are especially hard. The aim should be to get everything possible out of a lesson and not to get over it in the shortest time.

In order to become a good penman, it is necessary to practice intelligently. Little or nothing can be accomplished by careless practice, and every hour of scribbling will make you a poorer rather than a better penman. Before beginning practice on any exercise, you should study the copy carefully in order to learn the correct form of each letter. Observe the parts of each letter closely, noting each curved, each straight, and each retraced line, each angle and each turn. The closer the distinctions that are made between curved and straight lines and between angles and turns the better the writing will be. Your own work should also be studied and compared with the copy in order to find the faults and their remedy. If any of your letters are badly made, compare each one with the copy and practice on it until you can make it correctly.

The correct forms of letters are not hard to learn, but much practice is required in order to gain the skill necessary to execute the forms correctly and to secure such control of the muscles as will enable you to write with an easy, rapid, flowing motion.

The small muscles of the hand and fingers are easily controlled but they tire easily. The large muscles of the arm and shoulder are so far removed from the point at which the writing must be done that they are difficult to control, but they can be used for hours without fatigue. It follows that finger-movement writing is easy to learn but hard to use, and that arm-movement writing is hard to learn but easy to use.

It will be unnecessary to be concerned about the matter of slant of the letters if the manner of practicing is right. Uniformity in, rather than any particular degree of, slant is what is desired. The paper must be properly placed and the position of the body, hand, and arm be correct. Down strokes are produced by drawing the hand back on the muscle of the forearm, and if they are all made to take a direction *toward the center of the body* they will slant properly.

To be well executed, the writing must be neither too fast nor too slow. Slow writing shows weak, tremulous lines and is nearly always done with a cramped movement; a too rapid motion results in scribbling and does not allow of proper letter formation. The speed should be so regulated as to allow the motion to be easy, uniform, and graceful. Light, firm, clean-cut lines will be produced if the rate of speed is correct.

10. Before beginning practice on any exercise, read the instructions regarding it and follow the directions carefully. Practice regularly and send lessons for criticism at intervals of about 10 days or 2 weeks. By the time you have practiced as long as that on any lesson you need criticism. Perhaps you may not have succeeded in getting your work up either to your own standard of excellence or to what we require for a passing grade, but send it anyhow. If you are not improving, it shows that you need help. Work faithfully and do not get discouraged or feel sensitive if your lesson is returned with a request for additional work. Monotony may be avoided by taking up the study of some other subject in connection with penmanship.

Never send in more than one penmanship lesson at a time. Lessons on different subjects may be sent in the same envelope.

LESSON 1—EXERCISES 1 TO 8

11. Exercise 1.—The first exercise is an oval drill. Before beginning it give careful attention to your position to see that you have it exactly right, and practice the drill given in Art. **6** for securing muscular relaxation and arm movement.

The direct oval drill begins with a down stroke on the left-hand side as shown by the arrows. It is distinguished from the reverse, or indirect, oval which will be used later and which is made with the opposite motion, having an up stroke on the left.

The movement for this exercise comes from the same muscles that are used in the drill for arm movement described in Art. **6,** but a circular motion is required, the arm rolling on the muscle in front of the elbow.

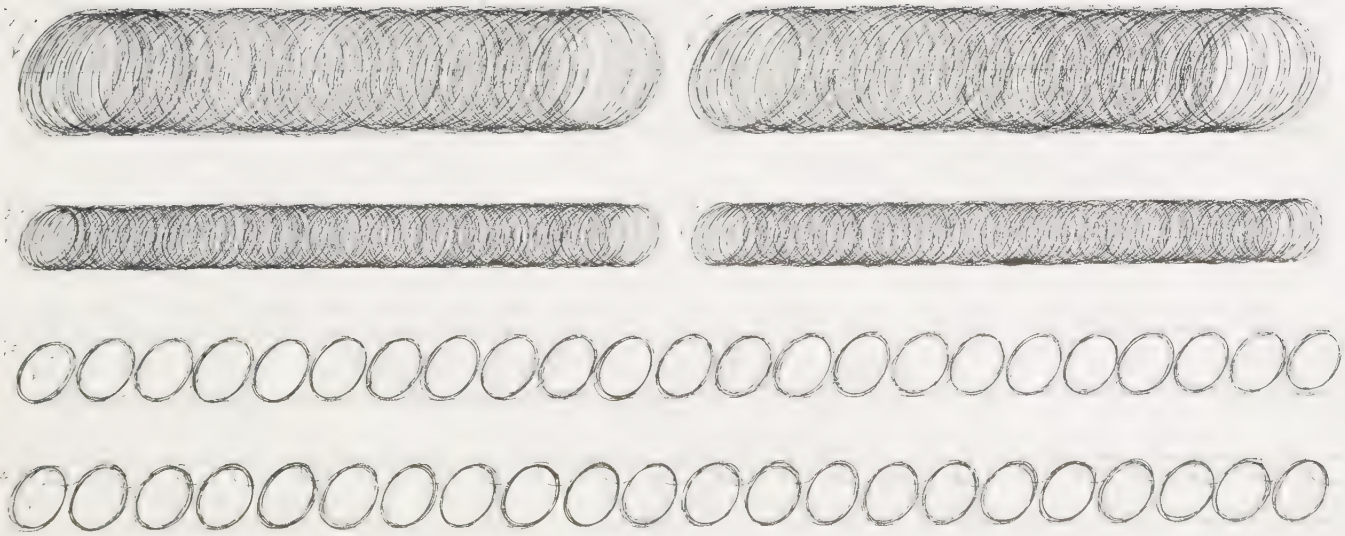
Keep the fingers passive. Remember that the force which propels the pen is above the elbow. *Do not let the hand turn over on its side.*

The height of the oval should be twice the space between two lines on the paper and the exercise should be in two parts, each half a line in length. Each half line should represent about two hundred revolutions and be written in about 65 or 70 seconds, a rate of about three revolutions a second, or 180 revolutions a minute. You can regulate your speed and secure a rhythmic motion by counting as follows: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 1, 2, 3, 4, 5, 6, 7, 8, 9, 20, 1, 2, 3, 4, 5, 6, 7, 8, 9, 30, etc. Do not pause after 10, 20, and 30 but keep the count up steadily. Be sure to time yourself until you get the correct speed.

Strike out boldly, freely, and forcibly, keeping in mind that the objects of this exercise are *position, movement,* and *speed,* not perfect forms. The forms will come in time if your method of practice is right and your mental picture of the drills correct.

Aim for light, fine lines, and try to see how far you can write with one penful of ink.

It will pay you to put all of your practice for several days on Exercise 1 and the drills for position and arm movement.



12. Exercise 2.—Exercise 2 is like Exercise 1, except that the oval is only half as high. Two hundred revolutions in this drill should be made in about 1 minute. Count as in Exercise 1.

The general direction of the down strokes should be toward the center of the body. If your paper is properly placed and your position is right but your drills have a backward slant, it is because you are making the down strokes toward the right shoulder; if they have too much forward slant, you are making the down strokes toward the left shoulder.

13. Exercise 3.—Write lightly and retrace each oval five times. Count 1, 2, 3, 4, 5. Do not stop the movement between the ovals; keep up a continuous motion with the pen raised from the paper, make one or two revolutions with the pen poised in the air, and begin the next oval with the pen at full speed. Observe the compactness of the line of ovals.

Each oval should be about two-thirds as wide as high. Make ovals, not circles.

14. Exercise 4.—Notice how the capital *O* is developed from the oval drill. Count 1, 2, 3, 4, 5, and finish. The ending stroke must turn upwards. If you allow it to drop downwards you are in danger of making the *O* too much like an *A*.

15. Exercise 5.—Count 1, 2 for each letter. Write with a smooth continuous movement; do not pause or check the motion in getting from one letter to the next. The spaces between the letters should be as nearly equal as possible. Try to get as many letters on a line as there are in the copy.

Make the capital *O* smaller than in the preceding drills—a little more than two-thirds of the height between the lines. About sixty *O*'*s* per minute is a good speed.

16. Exercise 6.—The object of the drill of Exercise 6 is to develop a sliding, left-to-right motion for use between letters. The elbow should act like a hinge. The movement must *not* be from the wrist. Count 1, 2, 1, 2, or right, left, right, left.

17. Exercise 7.—Observe that in Exercise 7 the up strokes are curved and the down strokes straight and that an angle is made at the top and a turn at the bottom. Observe whether your work has any faults such as curves or loops at the top, curves in the down strokes, or angles at the base. Write carefully but vigorously and with the arm movement. Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

18. Exercise 8.—Begin now to use the same freedom in writing letters as in writing the oval drills. The sooner you begin to make practical application of the arm movement to your writing the sooner you will begin to improve.

Make the *o* with a circular motion and give a good curve to both the down and the up strokes. Close it at the top. Connecting strokes should be very slightly curved. If they curve too much your *o's* will resemble *a's*. Use a swinging motion between the letters. Write eighty *o's* a minute.

19. Do not forget the importance of study as well as practice. Your mental picture of a letter must be correct, for the motions of your pen follow the lines of the letter as it is in your mind rather than as it is in the copy.

After you have practiced the preceding eight copies, prepare your first lesson for criticism. Send several lines of each copy. One or two lines is not enough.

Arrange the work in a neat, compact, and orderly manner. Lack of neatness is one of the principal causes of poor writing.

After mailing Lesson 1, begin work on Lesson 2, but do not prepare your specimen of Lesson 2 for criticism until Lesson 1 has been returned with a percentage mark, unless, of course, you live at a very great distance from the Schools so that the corrected work will not reach you for some weeks. In that case you need not wait for the return of your work but may send the lessons when you feel that you have practiced them thoroughly.

LESSON 2—EXERCISES 9 TO 16

20. Exercise 9.—Get the correct position and practice a minute or two on the preliminary drill in Art. **6.** Then practice Exercise 9. This exercise is to serve as a review and should be practiced *each day* at the beginning of your practice period. Aim to grow skilful in making the ovals. Work for fine, clean-cut lines.

Do not try to write the entire line without lifting the pen. Stop and shift either the elbow or the paper two or three times.

21. Exercise 10.—In practicing Exercise 10, count 1, 2, 3, 4, 5 on the retraced oval and 1, 2 on each capital *C*. Try both styles of *C*. In the first style, you may need to guard against too great a curve in the down stroke. In the second, you should try to get the loop at the beginning proportionately the correct size. Notice that it begins with a curve toward the left, not a straight down stroke. The body of the letter, you will observe, is exactly like the oval. Keep up a steady, even motion in writing the entire line. The pen should be going at full speed when you begin a letter and there should be no pause when it is lifted at the end.

Space the writing so that you get the same number of ovals and letters on a line that there are in the copy. Do not leave a margin on the right-hand side of the page. Use a speed that will allow you to write easily and gracefully, and have care as to form. At least two lines a minute should be made.

22. Exercise 11.—Count 1, 2, 3 for the capital *E*. The first count is for the dot at the beginning, the second for the loop, and the third for the finish. The beginning of this letter differs from that of the *C* in that there must be a pause as you place the pen on the paper. The upper part of the *E* should be only a little smaller than the lower. Both should be very rounding. This little loop in the middle should point downwards. Finish with the pen still in motion.

You will perhaps have to work hard on this capital. Compare your work with the copy and study it critically. Ask

yourself, Do I proportion the letter correctly? Does the central loop point downwards or upwards? Is my slant correct? Does my work lack gracefulness and freedom?

23. Exercise 12.—Use a purely arm movement and write the *A* with a great deal of freedom but do not write it hastily. Study it closely. Note how much greater is the curve in the down stroke than in the up stroke. Aim to close every *A* at the top. The finishing stroke is slightly curved and ends just below the base line. Do not make it too long. Guard against a loop where this stroke joins the up stroke.

Count 1, 2, 3 for the *A*. Swing along at a good rate, making between fifty and sixty a minute.

Make your capitals small enough so you can get as many on a line as there are in the copy. Small capitals will make your writing appear neater and the speed will be more rapid.

24. Exercise 13.—If you have thoroughly mastered the form of the capital *A*, the small *a* will not trouble you. Make each group of four without lifting the pen. The stroke that connects the preceding letter should be carried to the top of the *a* and retraced carefully with the down stroke. Avoid forming a loop where these two strokes join. Do not leave the *a* open at the top. Make the last down stroke straight and see that it slants properly.

Keep a good position. Write freely and at a moderate speed, making at least sixty letters a minute. Count 1, 2, 3, 4 on each group.

25. Exercise 14.—Make the groups of *e's* with a rolling motion but give considerably more curve to the up strokes than to the down strokes. Remember that down strokes must go toward the center of the body, not toward the right shoulder. Count 1, 2, 3, 4. The *e's* can be written more rapidly than the *a's*; 120 a minute is an easy speed for them.

26. Exercise 15.—Review Exercise 7 as preparatory work for the *i's*, *u's*, and *w's* in Exercises 15 and 16. Remember that the important points in *i* are: a curved up stroke, a very sharp angle at the top, a straight, slanting down stroke, and a

LESSON 2

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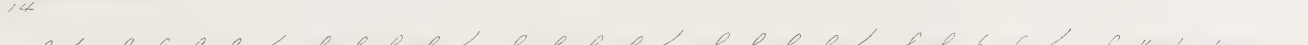

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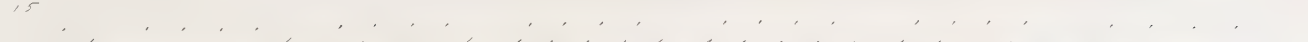

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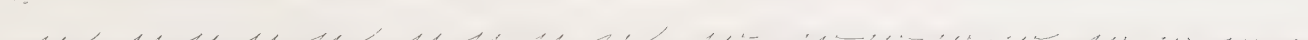


round turn at the base. Place the dot carefully. Count 1, 2, 3, 4, dot, dot, dot, dot. Write at the rate of from sixty-five to seventy-five a minute.

27. Exercise 16.—Use close enough spacing between the parts of the *u* so that each letter stands out distinctly. Every *u* should be sharp at the top, round at the bottom, have the up strokes curved, and the down strokes straight.

Count 1, 2 on each letter. Write from sixty to seventy a minute.

Notice the little retrace, called a shoulder, on the last part of the *w*. This is the feature that distinguishes *w* from *u*, and pains must be taken to make it show plainly. Do not sprawl this letter out; space closely between the parts so that it will have a compact appearance.

Count 1, 2, 3 for each letter and pause a little as you make the shoulder. Do not write hastily, but form each letter with care. Make fifty or more a minute.

28. After you have practiced all the copies of Lesson 2, review the entire lesson thoughtfully, giving your work critical study for its weak points. Then prepare your copy for criticism. Endeavor to have each lesson you send show as much improvement as possible over the preceding one.

LESSON 3—EXERCISES 17 TO 24

29. Exercise 17.—Before beginning on Exercise 17, practice a short time on the large oval exercise in Lesson 1. Examine your position to see that it is correct. Do not let the hand fall over on its side. Keep the penholder pointing almost over the right shoulder.

Use a vigorous push-and-pull movement in the straight-line part of Exercise 17, writing at a rate of about 200 down strokes a minute. The motion in this is exactly the same as that described in Art. **6.**

The *t's* are made with the same motion, but make curves at the bottom and space between the strokes. Observe that

the *t* should be retraced about half its length. Do not leave it open too far, or loop it, or make the last stroke sharp at the base. Cross each *t* neatly and carefully. Do not place the cross-stroke above or at the side of the letter.

The correct height for *t*, *d*, and the upper part of *p* is about half the space between the lines, or about twice the height of the letter *i*.

Fifty to sixty letters a minute is a high enough speed for the groups of *t*'s.

30. Exercise 18.—Write freely but strive for uniformity. The *d* differs from *a* only in the up stroke being carried two spaces above the line to form the stem. Retrace this stem carefully to the point where it meets the *a* part. This is one of the difficult letters. Put plenty of work on it.

The groups should be written with care and at the rate of about twelve groups a minute.

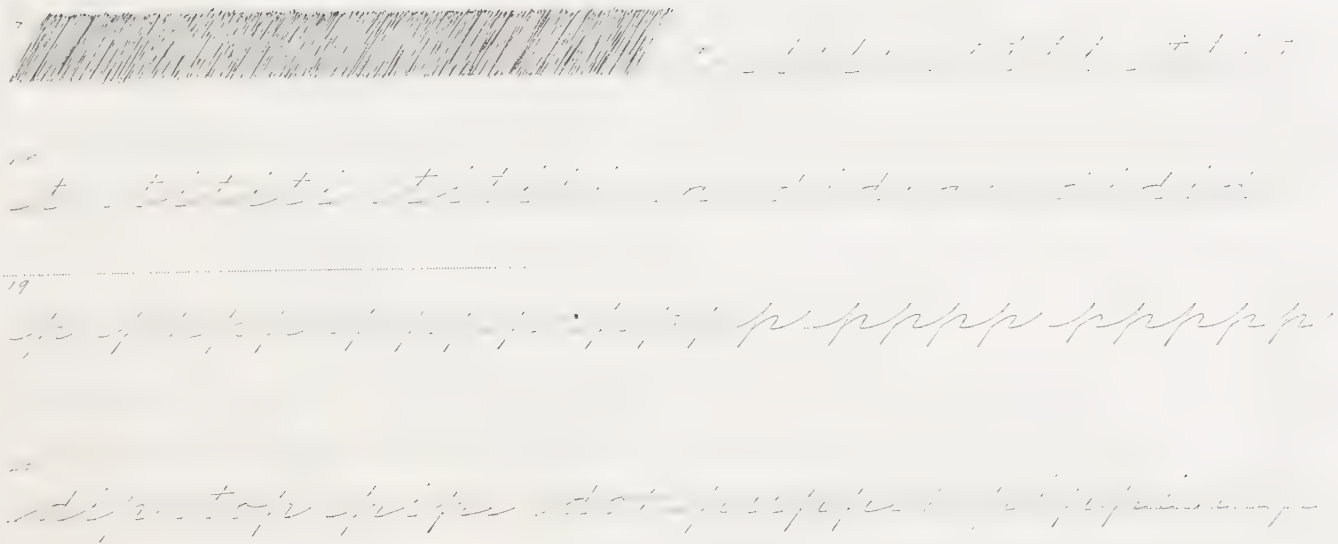
31. Exercise 19.—The beginning stroke of *p* must curve. The down stroke must be perfectly straight and should end firmly, and there should be a slight pause before the pen is lifted to complete the letter. This down stroke must be rather short. Notice that the last part of *p* is exactly like the last part of *n* and that it contains no angles. A common fault is to get this part of the letter sharp at the top.

Aim for about thirteen or fourteen groups a minute.

32. Exercise 20.—Write several lines of each word, then several pages of the entire line. Stop often to look over what you have done and criticize it as severely as you know how. The most important thing in learning to make correct letter forms is *to have exactly the correct forms in your mind.* If your mental picture of a letter is correct you will naturally strive for the right form whether you are conscious of it or not.

The entire line can be written three times in a minute. Your speed on this or any of the other copies may be a little greater or a little less than that designated. If you find that you can write a little more rapidly and still give care and thought to the forms, you may do so. Good writers will be

LESSON 3



22 a a a

able to work up a higher speed, though we would not advise a great deal of deviation either way, and we warn you particularly against writing so very slowly in your effort for perfect forms that you cramp your movement and make tremulous lines. The quality of the lines is as worthy of your attention as the shape of the letters. Writing may be good in form but lacking in freedom; it then shows weak, tremulous lines. Or, it may be good in freedom but poor in form; it is then illegible or unpleasing in appearance. Make it your aim to advance in both freedom and form. You can if you work in the right way.

33. Exercise 21.—Your practice up to this time should have given you good control of your movement for making the tapering oval. Try for uniformity in taper while writing as freely and rapidly as in previous drills.

34. Exercise 22.—Make the hook and little dot at the top of the *c* distinct enough that you do not get the letter like *i*. Retrace the strokes carefully at the top. Do not make a loop.

Write about eighty *c*'s a minute.

35. Exercise 23.—Observe the *r* carefully. Note the curve in the first stroke and the little retrace at the top, followed by the very small down stroke, or shoulder, that differentiates *r* from *i*. Since this is the distinguishing feature of this letter, you must take pains with it. Make the shoulder as plain as you can but do not make two angles.

Make the up stroke of *s* a decided curve and you will find it easier to get the angle at the top. The down stroke must be very fully curved and the letter closed carefully at the base. Avoid forming a loop where you close it. Make the four *s*'s without lifting the pen.

Both *r* and *s* are just a trifle higher than the other small letters.

Write the *r*'s at a rate of seventy or seventy-five and the *s*'s at about eighty-five letters a minute.

36. Exercise 24.—The writing of words is the practical test of how well you have mastered the various letters. Write with due care as to the forms, but freely and rapidly.

37. After reviewing the entire lesson you should be ready to prepare Lesson 3 for criticism.

It is a good plan to go back and review the preceding lessons occasionally, and also to read over frequently the general directions at the beginning of the Section. You cannot be too particular to have your method of practice right. Your improvement depends as much on how you practice as on how much you practice.

LESSON 4—EXERCISES 25 TO 32

38. Exercise 25.—In Lesson 4 are presented letters that are formed by the use of the *reverse*, or *indirect*, *motion*. The indirect oval drill of Exercise 25 must, therefore, be practiced. The directions of the arrows and ending strokes show the difference between this exercise and Exercise 2. *Do not make it like Exercise 2.* It will perhaps be a little harder for you than the direct oval. Work hard on it. Count as in Exercise 2 and write at the same speed.

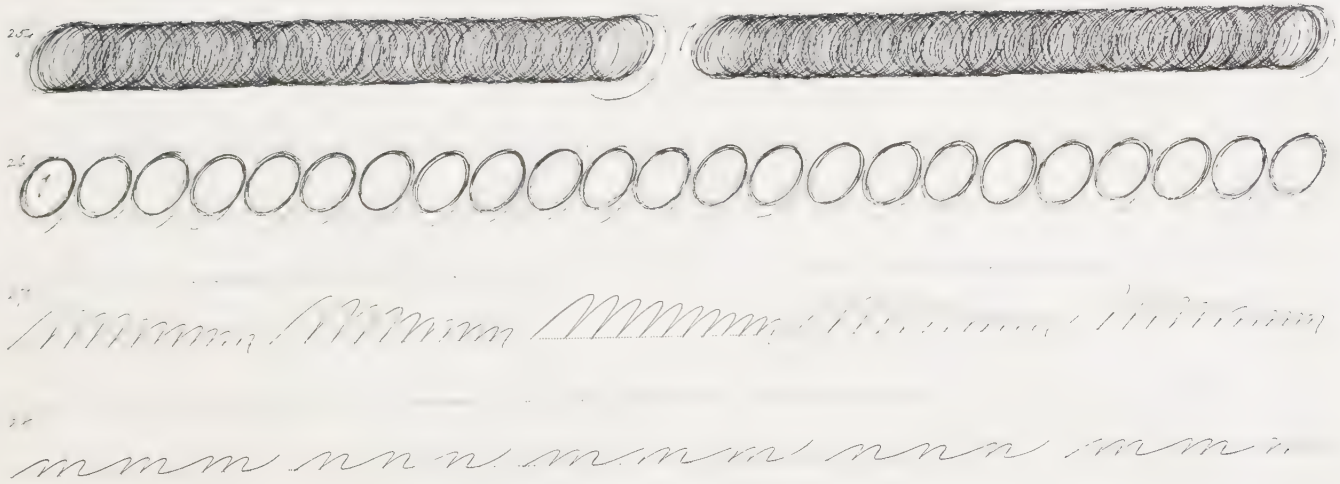
39. Exercise 26.—The oval of Exercise 26 is also written with the reverse movement. Count 1, 2, 3, 4, 5 on each oval and make the ovals close together. Watch your position. The freedom of your movement depends on having it correct.

40. Exercise 27.—Write with a smooth, flowing motion. Be sure to get curves at the top and angles at the bottom. Retrace the strokes where the parts join. Taper with uniformity.

41. Exercise 28.—The *m* and *n* must be well rounded at the top. The angles where the parts join must be sharp and distinct and the strokes retraced a little. Do not make *n* like *u*. Avoid getting the last stroke of *m* and *n* sharp at the base. Fifty letters a minute for the *m's* and sixty-five for the *n's* is a good speed.

42. Exercise 29.—Make *x* exactly like the last part of *n* and cross it with an up stroke beginning at the base line. The letter will be easy for you if you follow this rule. Write about sixty *x's* a minute.

LESSON 4



The first part of *v* is also like the second part of *n*. The shoulder on the last part is like the one on *w*. Guard against making the first part of *v* sharp or letting the shoulder fall too low. These faults make it look like *u*. Do not slant the second up stroke too much; this will make the letter too wide. Write from sixty-five to seventy *v*'s a minute.

43. Exercise 30.—Get the capital *D* well in mind before writing it. Note the curve in the down stroke, the size of the loop at the base, the double curve along the bottom of the letter, and the little loop at the top. Use a purely arm movement in all capitals. You cannot get graceful lines if you use any finger action.

Count 1, 2, 3 for each *D* and write at a speed of from fifty to sixty a minute.

44. Exercise 31.—The down stroke and the loop at the base of the *L* are much the same as in *D*. Be careful that you do not make the beginning and ending strokes long and awkward. Do not pause between the letters but begin and end each one with the pen in motion.

Count 1, 2, 3, and write at about the same speed as for *D*.

45. Exercise 32.—Give the words in Exercise 32 thorough practice and criticize the various letters on the points that have been drawn to your notice as these letters were presented singly. Put special work on words containing letters that are particularly hard for you. Notice whether you are producing firm, smooth lines and whether the writing as a whole is uniform and pleasing in appearance.

46. Send several pages of your very best work on Lesson 4. Make it as much better than Lesson 3 as you can.

LESSON 5—EXERCISES 33 TO 40

47. Exercise 33.—The capital stem of Exercise 33 is used for all of the capital letters of Lesson 5, and in order to make these capitals easily the stem must be carefully studied and thoroughly mastered. Observe the size and slant of the little loop at the top and the slant of the down stroke. Do not give the down stroke more curve than it has in the copy and do not let the lower part of it reach too far to the left. End it firmly rather than with the pen in motion.

Count 1, 2, 3, 4, 5 on the tracing exercise and 1, 2 on the capital stem. The reverse movement is required for both.

48. Exercise 34.—Notice that each part of the capital *M* is lower than the preceding part. Notice how far the strokes retrace where the parts join. The spacing between the strokes must be close enough to give the entire letter a compact and well-proportioned appearance. The last stroke must have the same slant as the preceding down strokes and end just below the line.

Uniform spacing between letters is necessary to neat work.

Count 1, 2, 3, 4, and write at the rate of thirty-five to forty letters a minute.

49. Exercise 35.—The separated capital as in *Metric* and *Maximum* allows greater freedom and requires less perfect control than the joined capital as in *Mandolin* and *Madonna*. The letter is, however, made more rapidly and has a smoother appearance.

Write, criticize, and rewrite. Give due attention to your position and movement.

50. Exercise 36.—Keep the down strokes parallel. Watch the loop in the beginning stroke. Do not make it too large or incorrect in slant. Retrace the strokes where the parts of the letter join.

Count 1, 2, 3 for each letter, and write at the rate of from forty-five to fifty a minute.

LESSON 5

37 Neurotic Newman Narcissus Nation

38 U U U U U U U U U U U U U U

39 Upton Uniontown Uncas Undine U

40 V V V V V V V V V V V V V V

51. Exercise 37.—The letters in the words of Exercise 37 should be as skilfully executed as in the groups of single letters. They give you work of a more practical nature. Endeavor not only to make good, legible forms and to write with an arm movement but give thought to the size of the writing, and to the spacing between letters, parts of letters, and words. Write a page, then criticize it as to general appearance.

52. Exercise 38.—Make a round turn at the base of the *U* and make the angle very sharp where the last stroke joins. These are the features that distinguish *U* from *N* and on which the legibility of the letter depends.

Count 1, 2, 3 and write at a speed of forty-five to fifty letters a minute.

53. Exercise 39.—Practice Exercise 39 in the same way as Exercises 35 and 37, stopping often to study and criticize. Write pages of every copy.

54. Exercise 40.—A common fault in making *V* is to slant the up stroke too much. Keep it parallel with the down stroke and curve the end gracefully. The first part should be a little higher than the second. Avoid an angle at the base of the letter.

Count 1, 2 and write at the rate of nearly sixty letters a minute.

LESSON 6—EXERCISES 41 TO 48

55. Exercise 41.—In practicing Exercise 41, think about the points that have been drawn to your notice in the various letters. Be sure to think good forms and you will write good forms. Write with care always.

56. Exercise 42.—Begin *W* like *M* or *N*. Pause at the bottom of the first stroke and make a decided angle. Curve the next stroke enough to make just the right space between the strokes. It is necessary to guard against either too much or too little space. This second stroke is higher than the first; the third stroke is almost straight; and the last one is curved and shorter than any preceding it. The *W* is a difficult letter

to make well. Work faithfully on it. A common fault is to curve the first stroke too much and let the lower part of it reach too far to the left.

Count 1, 2, 3, 4, pausing after the first count, and write from forty to forty-five a minute.

57. Exercise 43.—Do not make the spaces between the words too great. Try to see how neat and compact you can make your page.

58. Exercise 44.—Try both styles of *X*. The second permits of joining to the following letter. Aim to have the parts just touch without crossing.

Count 1, 2 on the *X* and make from forty to forty-five a minute.

59. Exercise 45.—*Y* begins like *U* but ends with a loop below the line. The *Y* will be easy if you have mastered the preceding letters with the capital stem. The loop should extend only one-half the space between two lines.

Count 1, 2, 3 and write at a speed of at least forty a minute.

60. Exercise 46.—Note the double curve used in joining *Y* to *e* and *Y* to *u*.

Do not lift the pen before *a* when it occurs in the middle of a word.

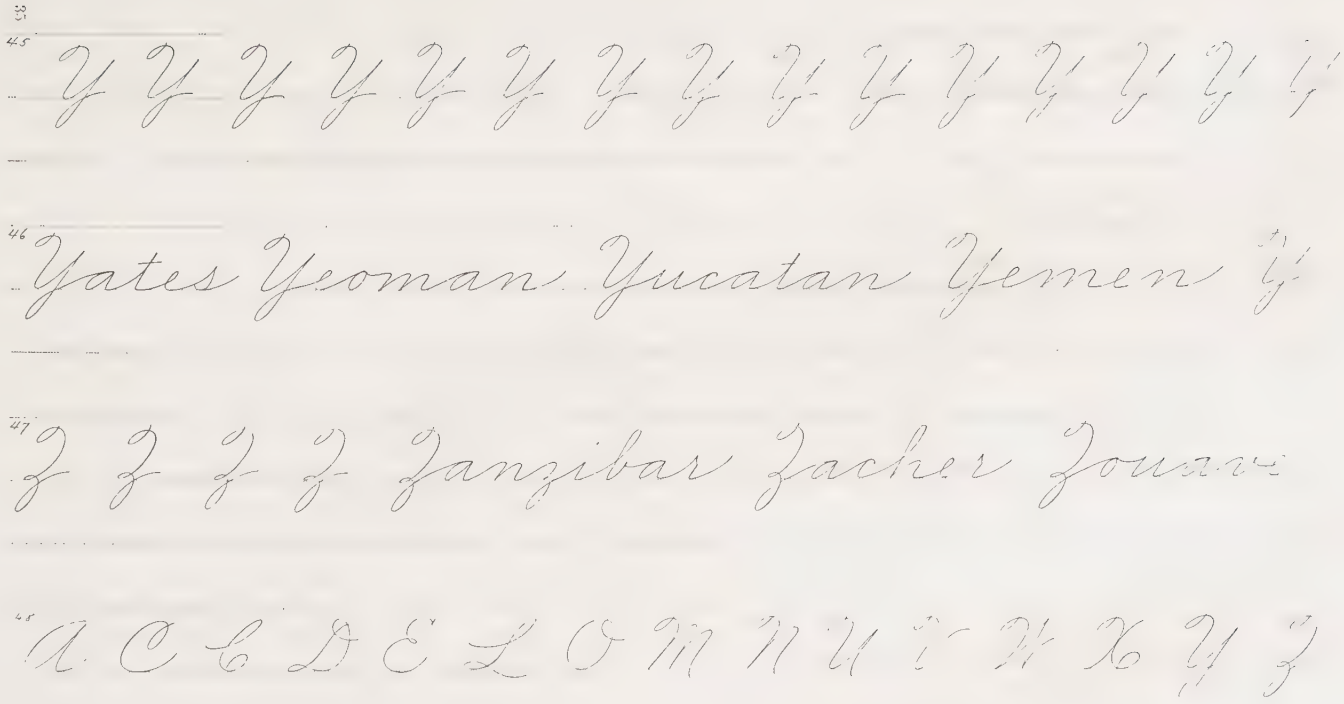
Spend a short time daily in reviewing the oval exercises. You cannot grow too skilful in making them.

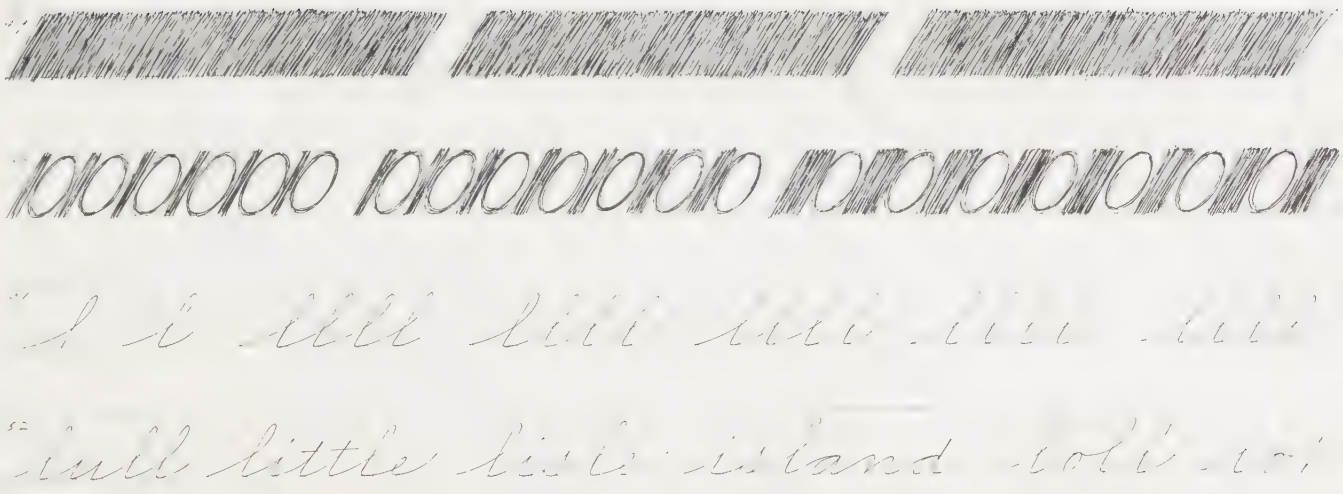
61. Exercise 47.—Observe that a small loop, not an angle, is used where the upper and lower parts of *Z* join. A short curved stroke in a horizontal direction connects the lower loop. Do not make this horizontal curve too long or extend it upwards too far, as in either case the letter will have a clumsy, humpbacked appearance. The loop below the line is curved on both the up and the down strokes. In this it is unlike the loop in *Y*, which has a straight down stroke.

Count 1, 2, 3 and write at the same rate of speed as for *Y*.

The beginning of the small *z* is exactly like the first part of *n*. It is finished much like the capital but with a slight retrace instead of a loop where the upper and lower parts are joined.

LESSON 6





53 b bbbb bbbb bbbb bbbb bbbb

54 bibber bubble blubber bibb battle

h hhhh hhhhh hhhh hhhh

Observe how each letter is made.

62. Exercise 48.—Space the letters of Exercise 48 evenly and make them equal in height and uniform in slant. It is not easy to write this line of capitals and have it present a pleasing appearance.

Remember that arm movement is absolutely necessary in the capitals.

Review Exercises 41 to 48 and prepare Lesson 6 for criticism.

LESSON 7—EXERCISES 49 TO 56

63. Exercise 49.—You have had the drill of Exercise 49 before, but you need to review it as preparatory work for the loop letters. You should do well on it this time. See that your position is correct. If you are not sure review the directions and look at the illustrations.

64. Exercise 50.—Use the direct motion for making the ovals. Count 1, 2, 3, 4, 5 for both the straight-line and the oval drill. Glide smoothly from one to another without a pause.

65. Exercise 51.—Note how curved is the up stroke of *l* and how straight is the down stroke. Pause a little at the bottom so that the turn at the base of the letter is quite decided but is neither too angular nor too rounding. The strokes should cross at the height of the letter *i* above the line. The upper loops should be the same height as capitals. *Do not make them too high.*

Count 1, 2, 3, 4 on the groups of *l's*, and write at least eighty letters a minute.

66. Exercise 52.—If your loops slant badly examine them to see whether you are getting the curves in the right places. When the up strokes are straight instead of the down strokes it causes too much slant.

67. Exercise 53.—The little retrace, or shoulder, at the end of the *b* is important. Make it show distinctly and do not push it over toward the loop so far as to close the lower part of the letter, thus making it look like a badly proportioned *f*

resting on the line. A slight finger action is sometimes necessary in the loop letters.

Count 1, 2 for each *b* and write fifteen groups a minute.

68. Exercise 54.—Strive to get the *b's* and *l's* equal in height. Write freely and gracefully. Aim to have all down strokes parallel.

69. Exercise 55.—The *h* begins like *l* and ends like *n*. Note the angle where the parts join. Be careful to make the second part round at the top and to give the last down stroke the correct slant. This letter turned upside down should be exactly like *y*.

Count 1, 2 to each letter and write fifteen groups a minute.

70. Exercise 56.—Follow the advice given in the copy. Observation and care must be combined with persistent practice to make you a good penman.

Put several hours on this lesson before you prepare it for examination.

LESSON 8—EXERCISES 57 TO 64

71. Exercise 57.—Write these words at a speed of at least fifteen a minute. If you do not quite fill a line by writing the copy once, repeat the first word or two. A wide margin on the right-hand side is unsightly. The spaces between the words should be only twice as great as between letters.

72. Exercise 58.—The point of difference between *k* and *h* is the little knob at the top of the second part of *k*, which makes this part of the letter much like a very small capital *R*. Keep the last down stroke parallel with the preceding down strokes.

Count 1, 2 to each *k* and write at least forty-five a minute.

73. Exercise 59.—If you find certain letters are especially hard for you, those letters and the words containing them should have special attention. To see your own fault is the first step toward correcting it. A mistake may be pointed out to you many times, but until you yourself are able to see the difference between the right and the wrong form you will

LESSON 8

61 going ginger gangway gull gage

62 j j j j j j j j j j j j j j j j j j j j

63 joiner jump junket jibe juice

Continue to practice the movements:

succeed in getting the right one only by some lucky chance. The eye needs training as well as the hand.

74. Exercise 60.—Begin *g* like *a* and finish with a loop under the line. This loop must not reach more than half the space between two lines. The down stroke is perfectly straight except for the curve at the very bottom. The up stroke has a good full curve and the strokes cross at the base line.

Make the *g's* at about the same speed as the *k's*.

75. Exercise 61.—Do your *g's* slant too much? Perhaps you are curving the down strokes. Look over your writing to see whether you are closing all the *g's* and *a's* at the top. Do not patch the letters or lift the pen where one of these letters is connected with a preceding letter.

76. Exercise 62.—The upper part of *j* is like *i*, the lower part like *g*. Note the double curve that joins the letters in the groups.

Count 1, 2, 3, 4, dot, dot, dot, dot, and write from forty-five to fifty letters a minute.

77. Exercise 63.—Dot *j* and *i* with precision. Do not make the dot like a dash. Watch the *b* and *k*. The style of *t* in *junket* should always be used at the end of a word. It does not require crossing.

78. Exercise 64.—Heed the advice in the copy. Your daily practice until you have entirely completed the penmanship lessons should begin with a drill on the movement exercises.

Send us your very best work on Lesson 8.

LESSON 9—EXERCISES 65 TO 72

79. Exercise 65.—The right position ought to be easy and natural for you by this time. You need to think about it occasionally, however. Begin *z* like *n*, then make a slight retrace and a good full curve to form the down stroke of the loop. This is the only loop letter that is curved on both the down and the up strokes.

Count 1, 2 on each letter and make at least fifty a minute.

80. Exercise 66.—Don't get discouraged if the lessons seem hard and your improvement comes slowly. Practice faithfully, following the instructions intelligently, and you will surely succeed; but remember that working in the right way or working in the wrong way makes all the difference between success and failure.

81. Exercise 67.—The *y* is a combination of the last part of *n* with *j*. Faults to be avoided are making the first part sharp either at the top or the bottom and making a curve instead of an angle where the parts join.

Count 1, 2 to each letter and make sixty or more a minute.

82. Exercise 68.—Look over your *y's* to see whether you are getting the first part round or sharp. Note whether they slant correctly and whether the down stroke of the loop is straight or curved.

Notice whether you are closing the *a* part of *d* and whether you are retracing the stem neatly. It is not incorrect to loop the stem of *d* and it is better to do so than to make it clumsy by reason of a failure to retrace the strokes, or to cramp the movement in the attempt to retrace them.

Examine your *k* as to the spacing between the first and second parts and the slant of the last down stroke.

83. Exercise 69.—The point that differentiates *q* from *g* is the manner of making the loop. Turn to the right at the bottom, instead of to the left as in *g*, then curve the up stroke, ending it at the base line and making it meet the down stroke at an angle.

Count 1, 2, and write at a rate of fifty letters a minute.

84. Exercise 70.—Give the down strokes in all loops the same slant. The *q* is usually made just a trifle shorter than the other loops.

85. Exercise 71.—The upper part of *f* is like *l*. The lower part is like a small *o* made double its usual length. Do not curve the down stroke except a very little at the top and bottom.

Make fourteen groups a minute, counting 1, 2 to each letter.

Sir Jupiter Jeremiah James John

Hanover Hamilton Howe Harper &

Improvement follows careful practice.

86. Exercise 72.—Try to make a fine page of Exercise 72. It ought to just fill a line nicely, but if you are using a smaller style than that in the copies you may begin the following sentence where the first one ends, thus making the sentence end at a different point each time. The entire page should have a compact appearance.

LESSON 10—EXERCISES 73 TO 80

87. Exercise 73.—Do not fail to observe that the up stroke of the lower loop of *f* should meet the down stroke at the base line, not above the line, and that the strokes should just meet, not cross. Many awkward looking *f's* are due simply to these two faults.

Compare the size of your upper and lower loops. They should not be equal. Long under loops will conflict with the loops and capitals on the following line and detract a great deal from the neatness of your page.

88. Exercise 74.—The first style of *I* ends with the pen at a complete standstill. The second requires only a slight pause to make the point at the left and ends with the pen still in motion. This form has the advantage of being easily joined to a following letter. Try both and adopt the one that seems to be best suited to you.

89. Exercise 75.—A common fault in making the capital *I* is to give it too little slant. This can be avoided by care in regard to the first stroke, which should not curve to the left too much but go directly upwards.

90. Exercise 76.—Make the first stroke in *J* like the first stroke in *I*. Never begin the capital with a horizontal curve at the base line. Notice that the down stroke is almost straight. The common mistake of curving it throws the slant out. It is not a hard letter, but many persons have trouble with it simply because of curving the down stroke. Notice that the first and last up strokes cross at the base line and that the lower part of the letter is considerably smaller than the upper.

91. Exercise 77.—Aim for enough freedom and control of your movement to enable you to join the capital *J* as in *James* and *John*. The easier way, if you are at all lacking in freedom, is to separate it, for the new impetus taken after lifting the pen permits of more force to the movement.

Be sure to make the down stroke in *p* parallel with the down stroke in *J*.

92. Exercise 78.—Try to get a graceful curve in the second part of the *H* and make this part of the letter a little higher than the first. Observe particularly that the strokes connecting the first and second parts form a triangle and that there is no loop. The spacing in this letter must not be too wide.

93. Exercise 79.—Study your *a's*, *o's*, *v's*, *w's*, and *r's*. Look for your weak points.

94. Exercise 80.—An entire page of Exercise 80 should be written in about 12 minutes.

Do not neglect your daily practice on the movement exercises.

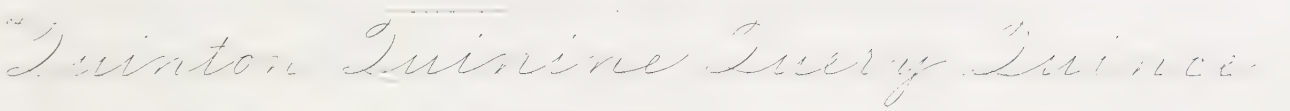
LESSON 11—EXERCISES 81 TO 88

95. Exercise 81.—Observe that the beginning of the second part of *K* is a left and not a direct downward stroke. Keep this in mind and you will find it easier to get the curves correct. Note the size and position of the small loop. It is a little above the middle of, and at right angles with, the down stroke.

Make the same number of *K's* to a line as there are in the copy and be sure to space them evenly.

96. Exercise 82.—Are you sure that you are using the arm movement? Look to see whether your thumb joint moves. If it does you are introducing some finger action. Clean, sharp, smooth, and graceful lines require good pens, ink, and paper, and a light touch and a free-arm movement.

97. Exercise 83.—The capital *Q* resembles a very large figure 2. See how freely and gracefully you can write it.



98. Exercise 84.—Examine the turns at the bases of the letters to see whether you are making them round enough. One of the things most necessary to legibility is to get curves and angles in the correct places.

99. Exercise 85.—A common fault in making *S* is to give the first stroke so little curve that the letter has entirely too much slant. Compare yours with the other capitals to see whether your slant is right.

Count 1, 2, 3, and make at least fifty letters a minute. You can write sixty or more if your movement is steady. The varying speeds, if the movement is right, result not so much from the actual speed of the pen while on the paper as from the habit on the part of many persons to stop and take aim or go through more or less preliminary motion before touching the pen to the paper.

100. Exercise 86.—Watch the *m's* and *n's* in Exercise 86. Make curves, angles, and retraced strokes in the proper places. Observe and criticize your work constantly and practice always for improvement in some particular point.

101. Exercise 87.—Do not make the beginning stroke in *G* any longer than the one in the copy. If you see that you have a tendency to get it too long try making it a little shorter. Care as to beginning and ending strokes has much to do with the general neatness of the writing.

Practice both styles of *G* and adopt the one you like best.

102. Exercise 88.—Do not let yourself become careless about *how* you practice. Have you the correct position of the body? Is your paper properly placed? Are you holding the pen correctly or do you let the hand fall over on its side? Do you succeed in producing smooth, graceful lines? The quality of the lines tells whether you are using arm movement and whether your speed is as high as it should be. If you are not getting good lines you need more work on the movement exercises.

LESSON 12—EXERCISES 89 TO 96

103. **Exercise 89.**—The words of Exercise 89 should prove to be easy to write smoothly and gracefully. Make sure that every letter is legible and do not forget that legibility means that a letter be so well made that it can be read without the aid of the context and that it is in itself perfectly plain and could not be mistaken for any other letter if it were standing alone.

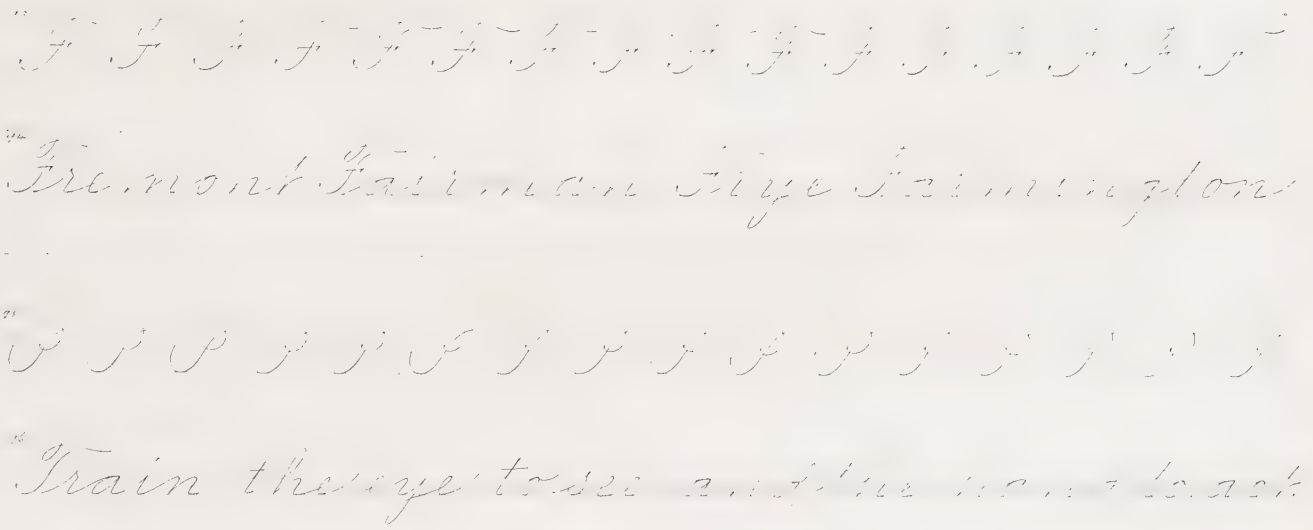
104. **Exercise 90.**—Practice the indirect oval drill as preparation for the *T* and other capitals in this lesson. Study the curves in the stem of *T*. Begin with a curve toward the left and end the stroke with a dot. Keep the curve at the base of the stroke wide enough to be graceful. The top should be a compound curve and it should not be allowed to touch the stem.

Count 1, 2, and write at a speed of from thirty-five to forty letters a minute.

105. **Exercise 91.**—If you find it easier to end *T* like *S* and join it to the following letter it is not wrong for you to do so. Capitals should be neat and plain in form and have good style. Beyond that the forms that are chosen may be those best suited to an individual. Whenever more than one style of capital is given it is that you may have the advantage of choosing the one which seems best adapted to your hand.

106. **Exercise 92.**—Observe the loop in *d* in the word *Good*. This style allows greater freedom than the standard *d* and is often found to be easier, especially at the end of a word. Study the *o*, *s*, *a*, *r*—any letter, in fact, that is unusually hard for you. The *n's* and *u's* are not difficult letters, but you must not make them alike.

107. **Exercise 93.**—The capital *F* is exactly like *T* except for the horizontal stroke and dot. Write this to a count of 1, 2, 3, and aim for nearly thirty a minute.



108. Exercise 94.—Take care in writing the combination *ye* to have the up and the down stroke of the loop cross at the base line. It is necessary to use a compound curve in connecting the two letters. The combination *gt* in *Farmington* is also somewhat difficult. Aim to become able to write it well and at the same time freely.

109. Exercise 95.—The *P* begins with a stroke like the stem of *T* or *F* but continues in the direction of the oval and ends with a down stroke, clasping the first half of the beginning stroke. This is a much easier capital than the two that have just preceded, both because of its simpler form and because it can begin and end with the pen in motion. Write the entire line of *P's* with an even, rhythmic motion, counting 1, 2, 3 at the rate of fifty-five or sixty a minute. Get the hand to moving rhythmically and you will find that your writing will be more uniform in slant and spacing. Often when the slant is bad it is because of the introduction of a little finger action.

110. Exercise 96.—The ending *d* as in *and* and *hand* may finish below the line. This permits of more freedom, as it is easier than the upward ending stroke.

Try to prepare some exceptionally fine pages of Lesson 12.

LESSON 13—EXERCISES 97 TO 104

111. Keep up the practice on the indirect oval daily throughout Lesson 13.

112. Exercise 97.—Watch your *a's* and *c's* with special care in practicing Exercise 97. Close the *a* and make a distinct hook on the *c*. Do not lift the pen immediately before either of these letters. Sometimes they are found to be hard to connect, but the continued exercise of care soon makes it a habit to connect them.

113. Exercise 98.—The *B* is to be made without lifting the pen, the up stroke retracing the beginning stroke. Keep

the oval parts of the letter rounding and about equal in size. Use either ending you prefer. Count 1, 2, 3 and write at a speed of from forty-five to fifty letters a minute.

114. Exercise 99.—Make the shoulder on the *w* very plain. This is a letter that many persons do not make legibly.

The *m's* and *n's* occur frequently. Do not make the too common mistake of getting them sharp at the top.

115. Exercise 100.—Write freely and forcefully. Make several pages of the sentence in Exercise 100. Criticize your work in regard to appearance, strength of line, uniformity, and letter formation. Be a severe critic of your own work and you will find that your instructor will criticize you less severely.

116. Exercise 101.—You will like the *R* in Exercise 101. It is an easy letter. It begins much like *B* and ends like *K*. Write the *R's* to a count of 1, 2, 3, and make about fifty a minute. Space evenly between the letters.

117. Exercise 102.—Practice Exercise 102 with care and attention to details, and let us say at this point that to make good progress in penmanship you must write carefully *always*, not simply when you are practicing on these lessons. An hour's careful work on the penmanship lessons will in a large measure be lost if you do several hours of careless writing on something else. You cannot afford to be in so great a hurry that you do not do your best at all times.

118. Exercise 103.—We hope that you do not need the gentle reminder contained in the copy of Exercise 103, but it will be well to make sure that you do not. Correct position is important in more ways than in making you a better writer. It has to do with your health, and you cannot afford to neglect it for that reason if for no other.

119. Exercise 104.—The stub *g* used in *preceding* is legible and can be easily and rapidly made. End it with a firm stroke, not with the pen in motion. Make it the same length as the lower part of *p*.

Look over your *s's* to see whether you curve the up strokes enough. Avoid lifting the pen immediately after *s*.

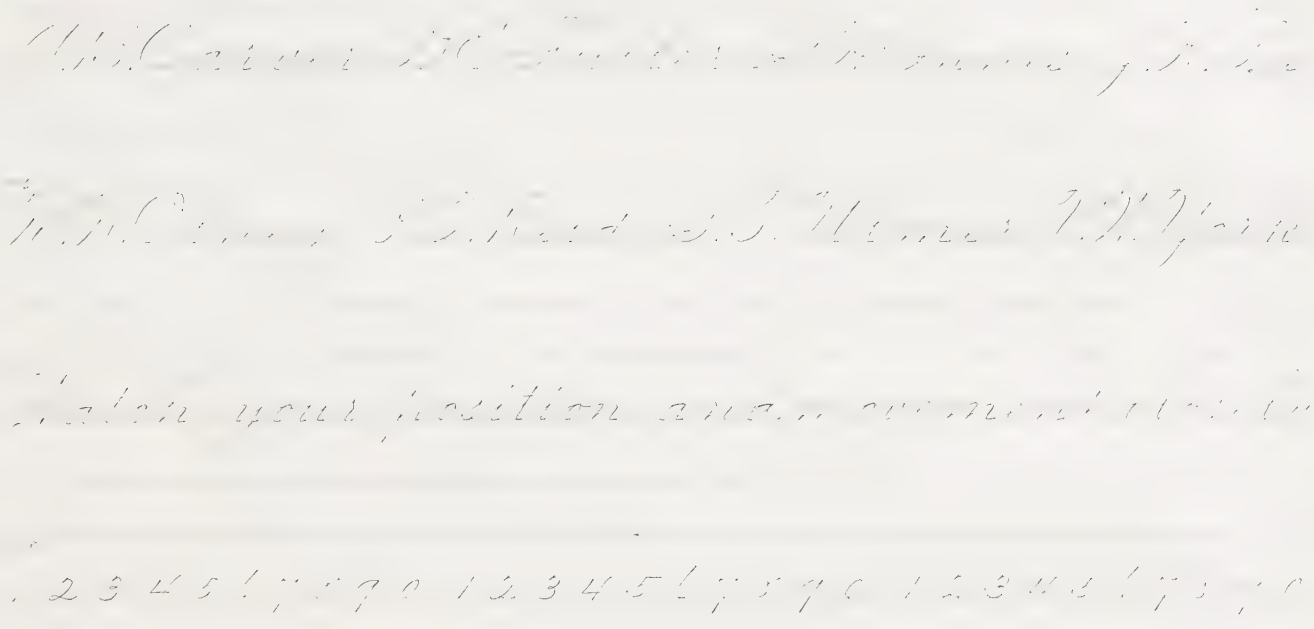
LESSON 13

R R R R R R R R R R R R R R R R

Running Rambler. Randall Revere.

Be sure to assume the proper position.

Review preceding lesson often as possible.



LESSON 14—EXERCISES 105 TO 109

120. Exercise 105.—Space the capitals evenly and try to get them equal in height and uniform in slant. Place periods after the initials. Note the style of capital *F* used in the second name.

121. Exercise 106.—A signature has no context. It must be legible in itself, but often signatures are almost or quite unreadable either because of the carelessness of the writer, who apparently forgets that every one is not so familiar with his name as he is himself, or because of an evident desire for something fanciful in the way of a combination of the capitals. Individuality in handwriting is all right provided it does not interfere with legibility. It is often possible to combine capitals artistically and still have them perfectly plain. To this there can be no valid objection if it makes the name easier to write or more pleasing in appearance. Yet we want you to note the beauty and simplicity of the names used in the copy. You can hardly do better than to follow this example and use a style of equal simplicity in writing your own name.

122. Exercise 107.—Follow the advice in the copy of Exercise 107, practice much, criticize closely, and you will steadily improve.

123. Exercise 108.—Make figures with a quick, precise motion. A little finger action is permissible. Every figure must be perfectly plain, for the context never helps in reading.

Figure *1* is a straight, slanting line; figures *2* and *3* are alike in their beginning strokes; *4*, *5*, and *6* each begin with a straight line; *3* and *5* end alike, and *7* and *9* end alike. The horizontal stroke of the *5* should be made to touch the beginning stroke; *4* must not cross the line; *7* and *9* must cross it; *7* begins with a short down stroke; the first part of *9* is exactly like the body of *a*; *6* is higher than the other figures. The strongly curved stroke of the *8* is its beginning stroke; do not make this figure backwards. The *0* must be closed at the top; it is like the main part of the letter *o*.

Write several pages of figures, keeping them in vertical columns. Do not let them run diagonally across the page, as you perhaps will find there is a natural tendency to do. To keep the columns vertical you must begin each figure a little to the right of the bottom of the one above it. For easy adding, columns must be vertical. Therefore, practice making them so. If you find it hard, turn the paper and make them between the lines, placing two figures between each two lines. Small figures are the best and most practical for use in bookkeeping work.

124. Exercise 109.—The kind of writing shown in Exercise 109 will test your real skill. A page of solid writing executed freely and rapidly, yet so as to have a fine appearance by reason of being uniform in size, slant, spacing, and touch, and the letters made with reasonable correctness so that perfect legibility is insured, may be called good business penmanship. Do your best on this.

LESSON 15—EXERCISES 110 AND 111

125. Exercise 110.—Exercise 110 is a business paper called a **receipt,** which is an acknowledgment of the payment of value and may be either a written or printed form. The form may vary according to the kind of value received and the reason it is given. Thus, one may be given to apply on account, in full of all demands, for rent, to apply on a note, for a note, to executor for payment of a bequest, for instruction, and for many other things. A receipt should state plainly and fully for what the payment was made. A receipt is not certain proof of payment; it may be invalid because of mistake or fraud and is open to explanation or contradiction.

Note the position that each part of this business form occupies, and study the capitalization and punctuation closely. Do not make the capitals too large, but be sure to make them with a quick, dashy movement so as to get smooth, clean-cut lines.

As you write this copy, notice the arrangement and general appearance of your work. Study to find your errors and then do your best to eliminate them. A constant striving for betterment will do much to improve your writing. You may

LESSON 15

New Orleans, La., Jan. 3, 19—

[illegible]

[illegible]

[illegible]

LESSON 16

receive ever so much instruction, but the real writing must be your own work produced by your own efforts. Some of the finest writers have had the most difficulties to overcome. The policy of indomitable pluck has carried many persons to success, and in these days of business competition it pays to write well. Do not allow yourself to become careless because of the poor writing of some famous men, or to consider that you are like them because you write in like manner.

126. Exercise 111.—The copy of Exercise 111 is a **promissory note,** which is a written promise to pay a certain sum of money at a specified time, or on demand, to a person therein named, or to his order or assigns, or to the bearer. A note may pass from one man to another by indorsement, and in effect be the same as a bank note. It differs from a bank note only in that it is transferred by indorsement and matures at a stated subsequent time, and that the indorsers are liable to the holder in case the maker refuses payment. The person who signs the note is the *maker*, and the person to whom it is made payable is called the *payee*. The person who writes his name across the back of the note is an *indorser*. A note is *negotiable*, that is, transferable from one person to another by indorsement, when it reads "pay to the bearer" or "pay to the order of."

Write these business forms many times. Aim for constant improvement and submit your best work for criticism and additional instructions.

LESSON 16—EXERCISES 112 AND 113

127. Exercise 112.—At an adjustment of claims between parties, a **due bill** may be issued; that is a written acknowledgment of debt and may be payable in merchandise or money. It may be made payable on demand or at a future date, and by the insertion of the words *or order* it becomes negotiable the same as a promissory note.

Keep reviewing past lessons, always working for a light touch and good control of the pen. Business writing must be done quickly and should be dashy and clean-cut in appearance.

The only way to learn to write well is through earnest and well-directed practice. There is no royal road. We want your best work on this copy.

128. Exercise 113.—**A draft** is an order directing a second person to pay to a third person, or to any one he may designate, a certain sum of money.

The original parties to a draft are three: the *drawer*, who signs the draft; the *drawee*, to whom it is addressed and who has to pay it; and the *payee*, to whom it is made payable.

In the draft used in the copy of Exercise 113, Young is the drawer, Wilson the drawee, and Underwood & Co. the payee. This draft is drawn "at thirty days' sight" and is called a *time draft*. If worded "at sight" it would be a *sight draft* and payable immediately on presentation. The time on a draft which reads "At———days' sight" does not begin to run until the draft has been *accepted*, which means that the drawee writes across the face, "Accepted," the date, and his signature. If it reads "Thirty days from date" the time would run from the date of the draft, not from the date of acceptance. Some states allow days of grace on sight drafts, which make them require acceptance and they become due three days after presentation. The draft used as the copy is of no value until it has been presented to Wilson and he writes his acceptance across its face. If he chooses to refuse to accept it, he may do so. If acceptance is refused the draft is said to be dishonored.

LESSON 17—EXERCISES 114 AND 115

129. Exercise 114.—**A check** is an order drawn on a bank or banker for the absolute payment of a certain sum of money to a certain person, or to his order, or to bearer, and is payable on demand.

A check is a kind of draft and has the same three parties, the drawer, who signs it; the drawee, who is always a bank or banker; and the payee, to whom it is made payable. Of course in actual business most papers like notes, checks, receipts, etc. are made out on printed blanks. It is well, however, to know

LESSON 17

how these papers should read so that if you were required to draw one up on blank paper, you could do it correctly and without hesitation. It is said that the largest check ever drawn by Jay Gould was written in pencil on the back of an old envelope. Such copies as these are, therefore, valuable not only as penmanship lessons but also as samples of business forms.

130. Exercise 115.—Exercise 115 consists of **indorsements.** An indorsement is the memorandum made on the back of a note, check, or draft, usually for the purpose of transferring it from one person to another. The one who indorses a paper is called the *indorser*, and the one to whom it is transferred is the *indorsee*. There are various kinds of indorsements. The most common are:

1. *In blank.* An indorsement in blank is simply the name of the payee (or indorsee) in his own handwriting. This makes the paper payable to any person into whose hands it may fall.

The indorsement should be written on the left-hand end of the paper and if the first one is in blank it should be about 1 inch from the end. The new holder may now, if he wishes, for the sake of his own safety in case he loses the paper, change it to a *full* indorsement, which is not transferable without being again indorsed.

The first signature, "Warren E. Smith," is a blank indorsement.

2. *In full.* An indorsement in full mentions the name of the person to whom or to whose order it should be paid. This requires the indorsement of the indorsee before it is again transferable. It is a good form to use when sending negotiable paper through the mail.

The form "Pay to the order of C. L. Isaacs," is a full indorsement.

3. *Without recourse.* By adding the words "without recourse" the holder simply assigns the paper, relieving himself of responsibility for its payment. There are, however, certain things that every indorser warrants, and by the very act of transferring the instrument he engages that it is what it purports to be, the valid obligation of those whose names are

upon it, while specially declining to assume any responsibility as a party to the instrument.

4. *Restrictive.* A restrictive indorsement limits the negotiability of the paper. "Pay to C. L. Isaacs" makes the paper payable to C. L. Isaacs only. "For deposit only" is also a restrictive indorsement.

LESSON 18—EXERCISES 116 AND 117

131. Exercise 116.—A nicely written letter is appreciated even in the rush of business. Often a good-paying and responsible position is secured through the applicant's ability to write a good letter. There are employers who judge of a young man's ability from his letter of application, in preference to a personal interview. A great many marks of character are expressed in a letter—neatness, arrangement, penmanship, expression of thought, and attention to details, all of which go to make up a model business letter. It is worthy of mention that some of the best clerical positions in the world are for work requiring the best penmanship.

There are certain matters in connection with all letters that are of importance. These are form, arrangement, and punctuation. A letter may be said to consist of seven principal parts, namely: (1) the *heading*, including the date; (2) the *address;* (3) the *salutation;* (4) the *body;* (5) the *complimentary close;* (6) the *signature;* and (7) the *superscription.*

The heading occupies the top line and consists of the address of the writer and the date. When paper of the commercial letter size ($8\frac{1}{2}$ in. $\times$ 11 in.) is used, a heading containing no street address may occupy a single line. It should be so arranged as to end at or very near the right-hand edge of the paper. The parts of the heading, which are the name of the city or town and the state, the day of the month, and the year, are separated by commas. All abbreviations are followed by periods.

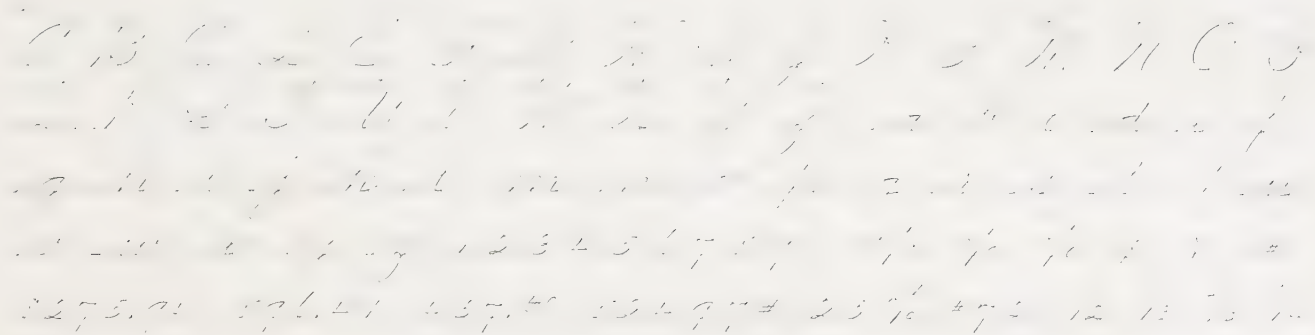
The address, which is the name and address of the person to whom the letter is written, and which in the case of Exercise 116 is "L. B. Powell & Co., Washington, D. C.," requires

L. B. Powell & Co.,

Washington, D. C.

I close herewith check

LESSON 20



two lines. If the street address were given it would require three. The parts of the address should be followed by commas except the last, which is followed by a period. The second line is indented about $\frac{3}{4}$ inch from the left margin.

The salutation is the greeting, "Gentlemen," "Dear Sir," "My dear John," etc. with which it is customary to commence a letter. This begins at the margin and is followed by a colon or a comma. The colon is considered a little more formal. No dash is needed after the colon unless the letter is begun on the same line with the salutation.

The body of the letter is the actual communication. The first line of this and the first line of every new paragraph should begin directly under the beginning of the second line of the address, making an indention of about $\frac{3}{4}$ inch for all paragraphs. Throughout the entire letter there should be a left-hand margin of about $\frac{3}{4}$ inch, and this should be kept as even as possible.

The complimentary close, "Yours truly," or some similar expression, occupies a line by itself and begins at about the middle of the line. Only the first word of this should be capitalized. It should always be followed by a comma.

The signature should contain the full name of the writer. This should end at the right margin and be followed by a period.

132. Exercise 117.—The superscription is the address appearing on the envelope. The first line of the superscription contains the name and the title, as Mr., Miss, Mrs., Hon., Dr., etc. This line should be placed at the middle or a little below the middle of the envelope. Each line of the superscription should begin farther to the right than the line preceding the last one, which contains the name of the state or country, ending at a distance of about $\frac{1}{2}$ inch from both the bottom and right-hand edges of the envelope.

When the superscription contains a street address the name of the city and state may occupy a single line, as in the case of "Scranton, Pa.," in Exercise 117. If there is a box number or the letter is in care of some one this memoranda may appear in the lower left-hand corner.

It is customary to use a comma after each part of the superscription, but this is no longer considered essential and many people omit it except when two parts of the address appear on a single line.

LESSON 19—EXERCISES 118 AND 119

133. Exercises 118 and 119.—The copies of Exercises 118 and 119 need no special explanation. Keep in mind the points drawn to your notice in Lesson 18. Keep in mind, also, the things you know to be necessary to good execution, position, movement, study, and care.

LESSON 20—EXERCISES 120 AND 121

134. Exercise 120.—Write the capitals and small letters of Exercise 120 in your best style. In the characters a/c, c/o, c/o, make the letters smaller than usual. Make the down stroke firmly and on the main slant. Give the figures a thorough review. Read Art. **123** again.

135. Exercise 121.—Exercise 121 is the last one of the Course, and we have made it a copy of a letter you are requested to write, not only because of the excellent practice it affords but also because it will give you a specimen, prepared under instruction, to compare with your writing at the beginning of the lessons. Note carefully the arrangement of the different parts of the exercise and endeavor to follow this arrangement in your work.

Please send us two or three pages of this last lesson in order that we may retain one as a final specimen of your writing.

VERTICAL PENMANSHIP

GENERAL INSTRUCTIONS

PRELIMINARY REMARKS

1. Advantages.—The advantages of a good handwriting are too well understood to require mention. Many competent authorities say that the position of the body assumed in vertical writing is less injurious to the health, that time and energy are saved, and that the writing looks better than slant writing.

2. Qualifications.—The only qualifications necessary are a good eye, normal hand, determination, and perseverance. Vertical writing is more easily learned, written, and read than slant writing, and it is reasonable to expect that the student who will pursue these lessons faithfully may become a good penman. The method given of presenting the subject is simple and direct, and experience has shown it to be the very best that has been devised for producing a practical handwriting. The results, however, depend as much on the student as on the plan of instruction.

3. Specimens.—Before proceeding with the lessons, write two pages of specimens, each containing one set of capitals, one set of small letters, one set of figures, and the following short letter:

COPYRIGHTED BY INTERNATIONAL TEXTBOOK COMPANY. ENTERED AT STATIONERS' HALL, LONDON

Your address and the current date

International Correspondence Schools,
Scranton, Pa.

Gentlemen:

This is a good specimen of my writing before beginning your lessons in penmanship.

Yours truly,

Your signature

Keep one set of these specimens and send the other to us immediately.

MATERIALS

4. Quality.—No one can expect to do good work without good tools, and the student should be provided with the best. The difference between the price of a good and an inferior article for writing purposes is too slight to be considered, and the best materials are an incentive to do good work.

5. Pens.—Vertical writing requires a fairly coarse pen with a smooth point. Such a pen will not produce fine hair lines, but it will stand resistance and at the same time produce a smooth, firm line. Spencerian vertical pens graded "fine," "medium," and "coarse"; Esterbrook 556 and 570; and Gillott's vertical pens, are all good. The finer of these are recommended for the more advanced pupils.

6. Penholder.—There is nothing better than a plain, straight holder made of either wood or rubber, slightly tapered, and having a cork or rubber base on which to rest the thumb and fingers. A holder with a metal ferrule should be avoided. It is not only unpleasant to the touch but it is injurious to the nerves, on account of the metal being a conductor of electricity, which passes from the pen point to the hand.

7. Ink.—In order that one may write with confidence, the ink should flow freely, and it should be as black as

possible. Stafford's, Carter's, Arnold's, and Thomas's are all reliable.

8. Blotter and Pen Wiper.—A good blotter and pen wiper should always be at hand. A blotter is used not only to absorb the surplus ink but also to rest the hand on, so that the paper may not be soiled. The pen wiper should be used frequently to keep the pen clean, so that the ink will flow freely from it. A wet sponge is the best wiper. A small piece of chamois skin or a cotton cloth, however, will answer.

9. Paper.—Always provide a liberal quantity of good letter or foolscap paper; not necessarily the most expensive, but a paper of fair weight, with a hard, smooth finish, without gloss.

POSITION

10. Position of the Body.—There are three good reasons why a student should assume a correct position at the desk: First, it permits free play to the circulatory and respiratory organs; second, it allows control of the muscles of the arm and hand; third, the writer feels, appears, and acts better.

Sit squarely in front of the desk, leaning slightly forwards without bending the back. The right arm should be placed on the desk at right angles to the left, both elbows off the desk and quite near the body without touching it. The left hand should be used to hold or steady the paper. The feet should rest squarely on the floor, the left foot a little in advance of the right, a position that enables one to rise without changing the position of the feet. This will give necessary firmness as well as ease and comfort. (See Fig. 1.) While writing, every muscle of the hand, arm, and body should be in a relaxed condition.

11. Position of the Paper.—While the ideal position of the paper for children is parallel to the front edge of the desk, as shown in Figs. 1 and 2, the person accustomed to

FIG. 2

FIG. 3

Fig. 4

slant writing will find it more natural and easy to slant the paper a little to the right, as shown in Fig. 3, so that the arm will have more room to rest on the desk, but not so much as in slant writing. The paper should be placed a little to the right of the middle of the body, as shown in Figs. 1 and 3, so that the pen will begin at a point opposite the breast bone. If the pen begins at a point to the left of the breast bone, the writing will slant to the left of the vertical, and will lead to backhand writing. It is very important that these points should be carefully observed and followed until they become a habit.

12. Position of the Hand.—One of the strongest claims made for the superiority of vertical over slant writing is the naturalness of the position of the hand in holding the pen. No turning or twisting of the hand or wrist into an abnormal position is necessary in vertical writing. Drop the hand to the side in a natural position; then raise and place it on the desk as you find it. All of the fingers will be in a slightly bent position, as shown in Figs. 2 and 3, the first finger being bent a little less than the second; the second, less than the third; the third, less than the fourth. Place the penholder between the thumb and first finger, both being in a slightly bent position, with the first finger on the top of the holder and about 1 inch from the point of the pen, as shown in Fig. 2; place the end of the thumb on the holder opposite the first joint of the second finger, as shown in Fig. 4. The second finger should drop a little to the right of the holder, so that the holder will pass opposite the root of the finger nail, as in Fig. 4. The third and fourth fingers should be drawn back so that they separate from the others at the first joint of the second finger, as in Figs. 1 and 2, resting them on the sides of the fingers, as in Fig. 4, or, better, on the nails, as in Fig. 3. This, with some shaped hands, is difficult. One of the best tests of the correctness of the position of the fingers holding the pen is that they can be moved easily and naturally and that the pen so held will move in a vertical line.

MOVEMENTS

13. There are four movements recognized in writing: the *whole-arm*, the *finger*, the *muscular* or *forearm*, and the *combined* or *mixed*.

14. The **whole-arm movement** consists of the independent motion of the whole arm from the shoulder, using all of the muscles that control the joints of the arm and hand, the only rest being on the pen and nails of the last two fingers. This movement is used in making large capitals and ornamental work, and also in writing on the blackboard, where there is no possible rest for the arm and hand.

15. The **finger movement** consists of simply moving the thumb and fingers by extending and contracting them. While this movement is not to be recommended for exclusive use, it can be used to advantage at the beginning, when learning the forms of the letters. The student will find he has a more sure control of the muscles of the joints of the hand than of the joints of the arm.

16. The **muscular,** or **forearm, movement** consists of resting the fleshy part of the forearm on the desk in a relaxed condition, the elbow just off the desk, and simply pushing and pulling the arm back and forth in the sleeve without moving the cuff of the sleeve. This brings into action the muscles of the shoulder joint, which run down from the shoulder to the spine. These are the muscles that very largely control the pull motion of the arm, and the muscles running down from the shoulder to the chest are those that very largely control the push motion. There are other muscles that control the smaller joints of the arm and hand, but they are of minor importance as compared with the shoulder muscles. To acquire a free, smooth, and rapid handwriting, these muscles must be brought under quick control, until their use has become a habit. This is possible with every one that is willing to give it thoughtful, painstaking practice.

17. The **combined, or mixed, movement** is just what its name indicates—a combination of the other movements—a simultaneous action of the arm and hand, one working in unison with the other. It is the ultimate result of the training that comes from the other movements. It becomes an ideal movement when all of the muscles controlling the joints of the shoulder, elbow, wrist, and fingers respond quickly to the mandates of the will.

DEFINITION OF TERMS

18. Before entering on the study of a subject, it is important to know the meanings of the terms used. The following are those with which the student of penmanship should be familiar:

Base Line.—The real or imaginary line on which the writing rests.

Circle.—A plane figure bounded by a curved line that is everywhere equally distant from a given center.

Connective Slant, or Line.—A curved line slanting 45° to the right of the vertical. The line may be a simple or a compound curve.

Headline.—The real or imaginary line to which the short letters extend.

Left Curve.—A curved line on the left-hand side of a circle.

Lower Turn.—The turn at the bottom of a letter.

Main Line.—A firm, straight, vertical line without shade.

Right Curve.—A curved line on the right-hand side of a circle.

Sharp Turn.—The point where two lines running in different directions meet and where the pen stops before changing direction.

Space.—The height of the small *i*, without the dot, is the unit of measurement for both height and width of letters, and is called a space.

Straight Line.—A line that does not change direction throughout its entire length.

Top Line.—The real or imaginary line to which the loop and capital letters extend.

Upper Turn.—The turn at the top of a letter.

PROPORTIONS OF LETTERS

19. The short letters are one-half the height of the loop and capital letters, the small *i* being the standard, or unit of measurement. The *t*, *d*, and *p* should not be made quite so high as the loop and capital letters; or, to be more definite, they should be one-fourth of a space shorter, as shown in Fig. 5. The *r* and *s* should be one-fourth higher than the short letters. The *p*, *f*, *y*, and *g* should extend one space below the base line, and all loop letters one and one-half spaces below, making the crossing on the base line. The crossing of the loop above the line should be a little less than one space above the base line.

The word *upright*, shown in Fig. 6, illustrates the different lengths of letters, both above and below the base line. The distances between the down strokes in letters, as well as those between letters in words, is shown in the word *nine*, Fig. 7.

It will be observed that the *o*, *a*, *c*, *d*, *g*, and *q*, shown in Fig. 8, are based very largely on the direct circle, and the *x*, *s*, and *p* on the reversed circle. All of the other small letters are based on the square.

Fig. 5

PROPORTIONS

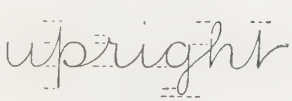


Fig. 6

SPACING

Fig. 7

LETTERS BASED UPON THE CIRCLE

Fig. 8

THE LESSONS

20. The lessons follow in their regular order. Each consists of photoengravings of pen-written copies and the explanations and directions for practice. In preparing the work for examination, write each copy at least three times. *Never send in more than one lesson at a time.*

LESSON 1

Copy 1.—*Small o:* This letter begins and ends at the headline and is made with one motion of the pen; that is, the pen continues to move from the beginning to the finish of a letter, there being no sharp turn where it stops to make a change of direction. The down strokes are a little firmer, or stronger, than the up strokes. This is because the muscles that control the movement of the hand toward the body are stronger than those that push the hand from it. Practice the copy freely, using a strong, rolling motion, and maintaining a fair rate of speed.

Copy 2.—*Capital O:* This letter is made twice as high as the small letter. It is shown in several difficult combinations—joining the *n* and connecting with the top of the *w*. Maintain a correct position of the body, observe the directions for holding the pen, and be careful of the movements. Practice the copy until the muscles respond quickly to the will.

Copy 3.—*Small c:* This letter appears at the beginning of a word, between two other letters, and two are shown in combination. Study these forms and be careful to get a uniformity of the down strokes.

Copy 4.—*Capital C:* Begin with a short, vertical, straight line; then trace the circle a few times with a free, smooth motion, but not necessarily rapid. Finish the letter at the headline. Make the single *C*, and write the words with

LESSON 1

1 o o on one none moon

2 O O One Own Over Owen

3 c c come ocean ocean

4 C C Cone Corner Concern

5 q q quo quage quang quong

6 Q Q Great men are workers.

7 d d due dine dime dinner
8 D D Do not fail to improve.
9 a a an ane crane cream
10 A A Are you in earnest?
11 e e ear are ever exceed
12 E E Eunice Emma Emerson

the same strong but smooth motion, observing carefully the uniformity of the small letters.

Copy 5.—*Small g:* Begin by tracing a circle; then add the loop or the straight, vertical line, according to the style of letter used in different parts of a word. Write the words with a strong, pulling, rolling motion, giving fulness to the round turns at the top and the bottom of the letters.

Copy 6.—*Capital G:* The first part of the letter is like *C*, and should be drilled on in the same way. Study carefully the up stroke of the loop, and give special attention to the liberal spacing between the words in the sentence.

Copy 7.—*Small d:* This letter is formed from the circle. Make and trace the circle as indicated in the copy, to gain a free control of the muscles as well as to get a clear idea of the form, and then apply it to the *d* in the words, keeping constantly in mind the smooth touch of the pen that will lead to quality of line in the letters.

Copy 8.—*Capital D:* The shape of this letter and the motion in making it should be studied with great care. Observe the small loop at the bottom of the letter and the oval at the top. Drill especially on the oval by tracing it as shown in the copy and apply it to the beginning of a sentence. Notice every new combination of small letters and try to show improvement in the general appearance of the sentence.

Copy 9.—*Small a:* This letter appears at the beginning of a word and between other letters. It should be treated practically the same as the small *d*. Inasmuch as this copy is composed of short and not difficult words, there should be freedom of action. This will result in a good quality of line.

Copy 10.—*Capital A:* This letter is similar in shape to the small *a*, the difference being largely in the proportion. The capital is based on an oval and the small *a* on the circle. Practice the letter in the same way as before, and then write the sentence as if you were asking the question. This will enable you to make your writing practical—thought and act will become one. Study carefully the shape of the interrogation point.

Copy 11.—*Small e:* This letter is shown as it appears alone, at the beginning of a word, and between other letters, giving its formation from the base and from its connection with the top of another letter.

Copy 12.—*Capital E:* Make a short, vertical, straight line and then trace the circle both at the top and at the bottom, finishing at the headline, the upper circle being a little smaller than the lower one. The loop joining the upper and the lower parts of the *E* should be horizontal. The *E* joined to the small *u* and another to the *m* gives different combinations. These should be practiced until the combinations can be made with ease.

LESSON 2

Copy 13.—*Small n:* Observe that this letter occupies three squares, as indicated by the dotted lines, and that it appears in the copy in different parts of a word. This copy is not difficult and should be practiced with the view of freedom of motion, keeping in mind the uniformity of the up and the down strokes.

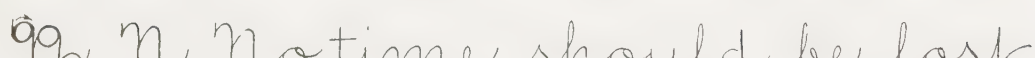
Copy 14.—*Capital N:* This letter is one of the "reversed motion" class of letters, the motion being distinctly opposite to the *O*, *C*, *G*, *D*, *A*, and *E* in the last lesson. Begin by making a short, vertical, straight line, which gives a little momentum to the hand, and then trace the circle several times until you can make a full, round turn, and reverse the motion at the bottom. Following this, make the *N* and write the sentence, observing carefully the spacing and the difficult combinations.

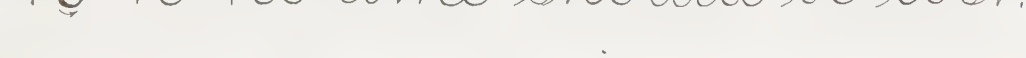
Copy 15.—*Small m:* This letter occupies four spaces in width, or one more block than the *n*. The same instructions apply to the two letters.

Copy 16.—*Capital M:* Practice making the *M* in the same manner as the *N*, as indicated, and then write the rest of the copy, observing the punctuation marks. Study carefully the form of the figures and the general appearance of the whole line.

LESSON 2

13

14 

15 

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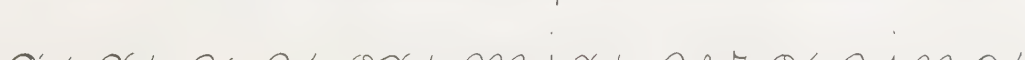
18 

19 We we wins news renew review

20 Wb Wb Waste makes want.

21 Q q Q quire quit quire

22 O, O, Quick come, quick go.

23 N n N nine over even

24 Vg Vg Vigorous work wins.

Copy 17.—*Small x:* Notice that this letter is based very largely on the direct and indirect circle, and that the first part of the *x* and of the *z* are very much alike.

Copy 18.—*Capital X:* It will be seen that the upper part of the *X* and also of the *Z* is based on a larger circle than *N* and *M*. Work for results in form and easy motion.

Copy 19.—*Small w:* This letter is the *u* doubled, and each part is practically the same width as a *u*. The connection between *w* and *i* should have attention and careful practice.

Copy 20.—*Capital W:* The instruction given for the practice of *N* and *M* applies equally well to the *W*, except that the point where the pen stops to make the sharp turn is at the bottom of the *N*, while in the *W* it is at the top.

Copy 21.—*Small q:* This letter is made with the same motions as the *g*, except that the down stroke of the loop turns to the right instead of to the left. The loop should be the same length in both letters, and the distance between the *q* and *u* should be practically the same as between the down strokes of the *u*.

Copy 22.—*Capital Q:* The instructions in regard to the drill on the circle in the capital *X* and *Z* applies equally well to the *Q*. The loop at the base should be horizontal.

Copy 23.—*Small v:* In writing a word containing a *v*, great care should be given to the connection with other letters.

Copy 24.—*Capital V:* Drill on the *V* according to the instructions given for the *W*, and write the sentence, thinking of what you write as well as of how you make the form of the letters and the combinations.

LESSON 3

Copy 25.—*Small u:* This letter is two spaces wide and is made the same as *i*. Different combinations are shown.

Copy 26.—*Capital U:* Drill on the circles in the *U* until confidence is felt in control of the hand, and then make the

single letter and follow it by writing the sentence, giving attention to both form and free control of the hand.

Copy 27.—*Small y:* Study carefully the shape of the first part of this letter, which is the same as the last part of an *n*. The loop crosses on the base line and finishes at the headline, and is one and one-half spaces long below the base line. The final *y* is finished with a straight, vertical line extending one space below the base.

Copy 28.—*Capital Y:* Practice tracing the circle; make the loop below the base the same length as that in the small *y*, and then write the sentence, observing the punctuation and uniformity of the up and the down strokes.

Copy 29.—*Small i:* This letter, without the dot, should fill one square block, as indicated by the dotted lines. Drill on the words in the copy to learn the different combinations.

Copy 30.—*Capital I:* Study carefully the lower part of the letter and observe that it is one-half of a circle. Drill by tracing the circle and follow this by making an *I* and writing the sentence.

Copy 31.—*Small j:* Observe that the loop is the same as in the *y*. Make the *j* and write the words with the different combinations.

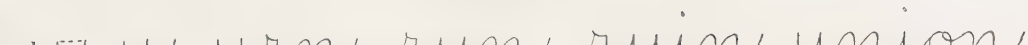
Copy 32.—*Capital J:* Trace the letter as it appears in the copy, working for free control of the muscles as well as for shape of the letters. Make the single *J*, and write the name and date, observing the punctuation marks and shape of the figures.

Copy 33.—*Small h:* This letter is two spaces high and three wide. It is shown at the beginning and at the end of a word.

Copy 34.—*Capital H:* Trace the letter as indicated in the copy, and study the shape and the movement that produces it. Make the single *H*, and write the sentence as if you were giving advice.

Copy 35.—*Small k:* This letter is so nearly the shape of an *h* that the same instruction will apply except that the last part is a little higher and requires more care.

LESSON 3

25 

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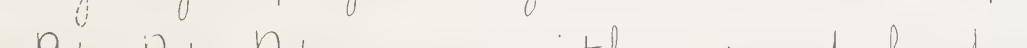
28 

29

30

31 i i i join joinh rejoins ajar.

32 J J John J. James, June 17, 1905.

33 Hu hu he hem hush high

34 Ne Ne that is wise is honest.

35 Re re heir heed inhe heirs

36 Ke Ke keep your own counsel.

LESSON 4

37 s s sun sum cases miss

38 S S Scorn every injustice.

39 l l line will alone illness

40 L L Let wisdon be thy guide.

41 t t tin tint tent let letter

42 I I Think before you act.

43 A fun life of all otter

44 True words are best.

45 b b bin ben bun ub ubber

46 p p Pay all of your debts.

47 lo loan able rule rubber

48 Be not vexed over trifles.

Copy 36.—*Capital K:* Observe that the tracing exercise of the *K* has both the direct and the reverse motion of the circle. The loop that joins the parts together should be horizontal. Write the sentence with a graceful movement.

LESSON 4

Copy 37.—*Small s:* Observe carefully the reversed motion of the circle that produces the main part of the *s*. Drill on the tracing. Make the single *s* a little higher than the other short letters and write with care the letter in the different combinations.

Copy 38.—*Capital S:* The lower part of the capital *S* is also based on the circle, and should be practiced until the muscles will produce it with ease. Make the single *S*, and write the sentence, which has some difficult combinations.

Copy 39.—*Small l:* The loop of the letter should cross three-fourths of a space above the base and be two spaces high, and two spaces wide. Make the *l* and write the words with *l* combinations.

Copy 40.—*Capital L:* Make a short vertical line at the beginning of the letter, and follow it with a small circle, tracing it several times; then descend with a vertical compound curve to the base line, forming a loop, and finishing at the headline with a horizontal compound curve. Write the sentence with a firm, strong motion.

Copy 41.—*Small t:* Observe that this letter is not quite so high as the loop letters, and that the crossing is one space long and equal on the two sides of the down stroke. The final *t* should be without the crossing. The final up stroke is used as a substitute for it, to make the letter more simple, so that it can be written rapidly.

Copy 42.—*Capital T:* This letter begins with a vertical straight line made very short, joined with a horizontal compound curve to a vertical compound curve, which should be made nearly straight. It is finished with a dot at a point a little to the left of the beginning. Practice the *T* with a free, graceful movement.

Copy 43.—*Small f:* This letter should extend two spaces above the base line and one below. The pen should be removed at the bottom of the final stroke. The width is two spaces. Observe that the *f* is used in different combinations.

Copy 44.—*Capital F:* The instructions given for *T* apply to the *F*, except that this letter is finished with a horizontal straight line about one space long and half the height of the letter. Drill as indicated in the copy.

Copy 45.—*Small p:* The first part of the *p* is a little less than two spaces above the base line and one below. Remove the pen at the bottom and finish the letter with a reversed circle, terminating with a dot. Practice as shown in the copy.

Copy 46.—*Capital P:* This letter begins with a slight curve, merging into a vertical straight line. Remove the pen at the bottom and finish with a reversed circle, terminating with a dot. The best results will be obtained by a systematic drill on the copy.

Copy 47.—*Small b:* Observe that the shape of the first part of the *b* is the same as the first part of the *l*, and the last the same as the final part of the *w* and the *v*. Practice with the view of mastering the difficult *b* combinations.

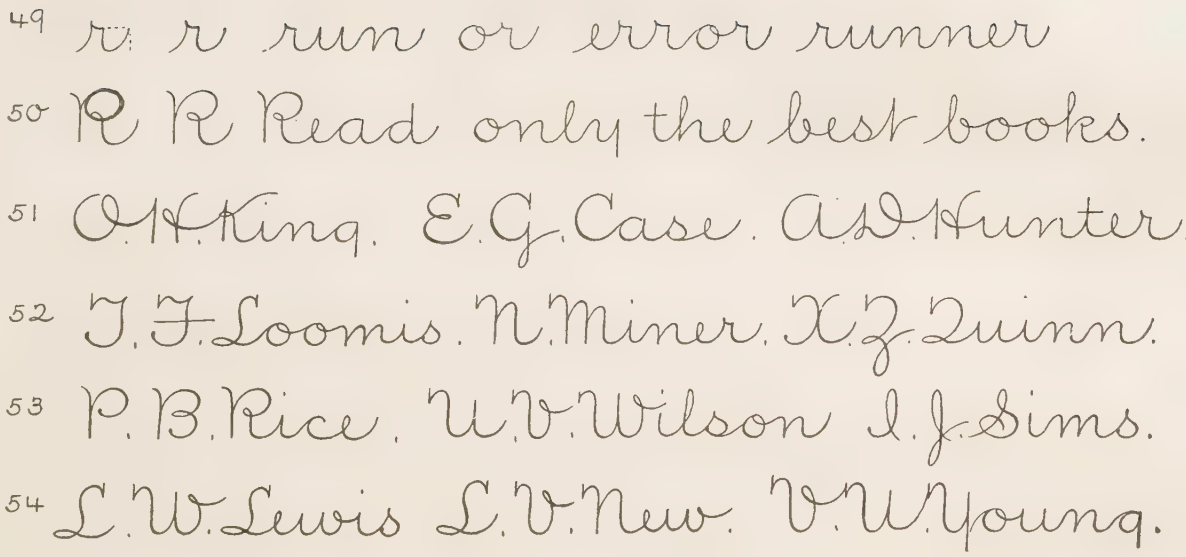
Copy 48.—*Capital B:* The first stroke of the *B* is the same as in the *P* and the rest is based on the two reversed circles of about equal size. Practice this with the same end in view as in the small *b*.

LESSON 5

Copy 49.—*Small r:* This letter is a little higher than the *i* and should be made with three simple curved lines and one straight down stroke. Do not make a compound curve in the down stroke. The words in the copy involve difficult combinations of the *r*, and should be practiced with the view of mastering them.

Copy 50.—*Capital R:* This letter is made in the same way as the *B*, except that the loop is a little shorter and that the final down stroke is a vertical compound curve. Practice according to the plan in the copy, and do not scatter your energy.

LESSON 5


49 r r run or error runner
50 R R Read only the best books.
51 O. H. King. E. G. Case. A. D. Hunter.
52 J. F. Loomis. N. Miner. X. Z. Quinn.
53 P. B. Rice. U. V. Wilson I. J. Sims.
54 L. W. Lewis L. V. New. V. U. Young.

55 1 2 3 4 5 6 7 8 9 0 # $ ¢ a/c c/o c/o ℄ ℄c ℄c

56 # 9 8 7 6 5 4 3 2 1 0 $ 1.4,6 7 9,0 1 2,3 5 8.00

Work

57 "Work that is not finished is not work at all; it is merely a botch, a failure."

LESSON 6

Conquest

58 "The conditions of conquest are always easy. We have but to toil a while, endure a while, believe always, and never turn back."

Think for thyself

59 "Think for thyself - one good idea,
But known to be thine own,
Is better than a thousand gleaned
From fields by others sown."

Copy 51-54.—*Review:* The purpose of these lines is to review different capitals, including all of the direct oval letters and also *H* and *K*. Another purpose is to show how these letters may be formed into a signature, which is a very important thing to know. There is nothing more interesting and useful for practice. Observe that some of the capitals are joined together, which will be suggestive to the student in joining together the initials in his name. It is advisable for every one to make a study of his own signature, and when he has found one that he likes, one that is perfectly legible, he should make it a practice to drill on it until the result becomes a habit. There is but one way by which this can be accomplished—by always trying to write the combination the same way.

Copy 55.—*Figures and Characters:* The figures should be made a very little higher than the small letters. Make a careful study of the shape of the figures and characters. The figures, with the exception of the *6* and the flourish on the *8*, are all of the same height; the *7* and *9* descend a little below the base line. This copy should receive much practice and should be made with a fair rate of speed.

Copy 56.—*Review:* Observe that this is a review of the figures and two of the characters. They should be written with greater speed than the former.

Copy 57.—*Paragraph:* The purpose of this copy is to teach the mechanical form of a paragraph, which begins about $\frac{3}{4}$ inch to the right of the beginning of the lines, and also to express thought in well-formed letters.

LESSON 6

Copy 58.—*Indention:* The purpose of this copy is not to teach how to write a word or a sentence, but to show the indention of a paragraph. A person may be able to repeat the same sentence and make a creditable page, but may not be able to write a pleasing page composed of several sentences. This copy is composed of two sentences, with a number of punctuation marks, which should be made with

care. First, read and study the copy carefully from the standpoint of the whole, not from that of a single letter or word; then write it with confidence and with a free, smooth motion, which will produce a pleasing effect. When the work is examined and criticized, it will be judged by its appearance as a whole.

Copy 59.—*Stanza:* This copy contains another difficulty of mechanical arrangement, every other line being indented from $\frac{1}{2}$ to $\frac{3}{4}$ inch. Study the copy carefully and write it with the same points in view as in writing the previous paragraph.

LESSON 7

Copy 60.—*Receipt:* Business forms are of such importance in every-day life that their use in connection with the subject of penmanship requires no explanation.

A *receipt* is a written or printed statement or acknowledgment of the receipt of money or other value. The most common kinds are on account and in full of account. *On account* simply means that a part of the indebtedness has been received; *in full of account* means that the whole indebtedness has been canceled. A receipt may be given for rent, for a note, to apply on a partial payment of a note, for tuition, and for various other causes.

The writing of a receipt involves mechanical arrangement, capitalization, punctuation, good writing, and the thought expressed. One of the secrets of success in this work is in learning how to look at the copy to gain the essential points, and how to sift them from the non-essential.

Copy 61.—*Due Bill:* This copy is also a common business paper. It should be studied with the same thoughtful care as the receipt.

A *due bill* is a written acknowledgment of debt, and is usually payable in merchandise, but it can be made payable in money. It is more common to make it payable on demand than at some stated time. If it is desired to make it transferable to another person, or negotiable, the words "or order" should be inserted the same as in a promissory note.

LESSON 7

60

$960.20 Albany, N. Y., April 1, 190

Received of Wilson E. Thomas

Nine hundred sixty 20/100 Dollars,

in full of account.

V. W. Utley.

61 $47.50 Lowell, Mass., Nov. 3, 190

Due C. G. Quinton, on demand,

Forty-seven $\frac{50}{100}$ Dollars, in goods

from my store.

John Perring.

LESSON 8

62 #2699.10 Scranton, Pa., May 4, 190 .

On demand I promise to pay L. L. Brown, or order, Twenty six hundred ninety-nine 10/100 Dollars. value received.

Wm D. Hunter.

63

Atlanta, Ga., June 1, 190

Mr. W. V. Wilson,

Bought of P. B. Rounds.

May	26	1000 bu. Oats,	.55	550	—			
"	27	250 " Wheat,	.61	152	50	702	50	

Paid.

P. B. Rounds.

LESSON 8

Copy 62.—*Note:* This copy is one of the most common business forms and is called a promissory note. It should be studied in every detail and practiced until its form is impressed on the memory and the writing of it is a physical equipment of the student.

A *promissory note* is a written promise to pay some designated person a specified amount of money at a certain time. It may be made negotiable by using the words "or order" following the name.

Notes are indorsed on the back in the following ways: In blank, in full, receipt, and without recourse. Indorsing a note *in blank* means simply that the person in whose favor the note is drawn writes his name on the back of the paper, about one-fourth the distance from the end, directly opposite the beginning of the note; *in full* means that the person in whose favor the note was originally drawn writes "Pay to the order of" a third person; a *receipt* indorsement is one in which the holder of the note writes the words "Received on the within note," stating the sum, and writes his name below it; *without recourse* is simply writing "Without recourse" and below it the signature.

Great care should be given to the writing as well as to the other essential points.

Copy 63.—*Bill:* This is another very important business form. The one shown in the copy is receipted. Study every detail of it with great care. This is an excellent copy on figures, writing, punctuation, and signature.

LESSON 9

Copy 64.—*Business Letter:* We have now reached a full-page unit composed of two paragraphs and arranged in the most approved manner on letter paper 8 inches by 10 inches. There is nothing of more importance than to know how to write a creditable business letter. Many a position has been lost because the person has not been able to come up

to a fair standard in this simple, every-day matter of writing a letter. Others have received their first recognition on account of methodical, painstaking work in this line, and have risen to positions of trust and influence.

There are three elements that constitute a good letter: First, the ability to express the thoughts in simple, concise language; second, in being able to arrange sentences and paragraphs in such a manner as will conform to custom and good taste; third, in having power over the muscles so as to be able to execute a good handwriting. The copy has been arranged with these points in view, and it remains with the student to master them.

As a rule, the name of the place should begin practically in the middle of the line. On letter paper, the name of the person should begin $\frac{3}{4}$ inch to the right of the edge of the paper, and a little less on note paper. This arrangement leaves a liberal margin. The address under the name should be so arranged as to break the space and avoid having two lines begin or end at the same point. The words "Dear Sir" and all paragraphs should begin at a point $\frac{3}{4}$ inch to the right of the beginning of the name. The margin at the right should not be as much as at the left. "Yours truly" should be practically in the middle of the line, and the name should finish at a point directly under the finishing of the full lines.

Write this letter several times with a free, strong movement.

Copy 65.—*Superscriptions:* While these copies seem very easy to write, they will be found quite difficult when they are to be placed on an envelope and arranged so that the space will be broken in a manner pleasing to a cultivated taste. Three different superscriptions are given, which are arranged to illustrate the most common kinds in use, and also a visiting card. The name should be located in the middle of the envelope, from left to right, and also from top to bottom. The space below the name is divided into as many equal parts as there are lines, and of two successive lines neither the beginning nor the ending of the second is in a vertical line with the beginning or ending of the first. Inasmuch as

64

Columbus, O., Feb. 22, 190

Mr. E. V. Lyman,

307 Vermont Ave.,

Washington, D. C.

Dear Sir:- Your letter of the 18th inst. is received.

I hand you herewith check on the Union Trust Co. for $14.50, which please place to my credit, and oblige,

Yours truly,

A. V. Rice.

SUPERSCRIPTION

65

Miss Lucy L. Sims,
Hampton,
Washington Co. N.Y.

Hon. A. E. Bryant.
Weston,
Vt.

Mr. R. K. Zaner,
404 Main St.,
Buffalo,
N.Y.

W. H. Worthington.

LESSON 10

66

Dear William:

Will you be so kind as to loan me, for a few days, "Outlines for the Study of Art"? By so doing you will greatly oblige,

Your friend,

Jno. F. Case.

Wednesday,
Aug. 14, 190

LESSON 10—(Continued)

My dear John:

I take great pleasure in sending you the desired book, and hope you will enjoy its perusal.

It has been a very profitable book to me.

Yours very truly,

Wm K. Brown.

Thursday Morning,

Aug. 15, 190

LESSON 11

Review

68

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

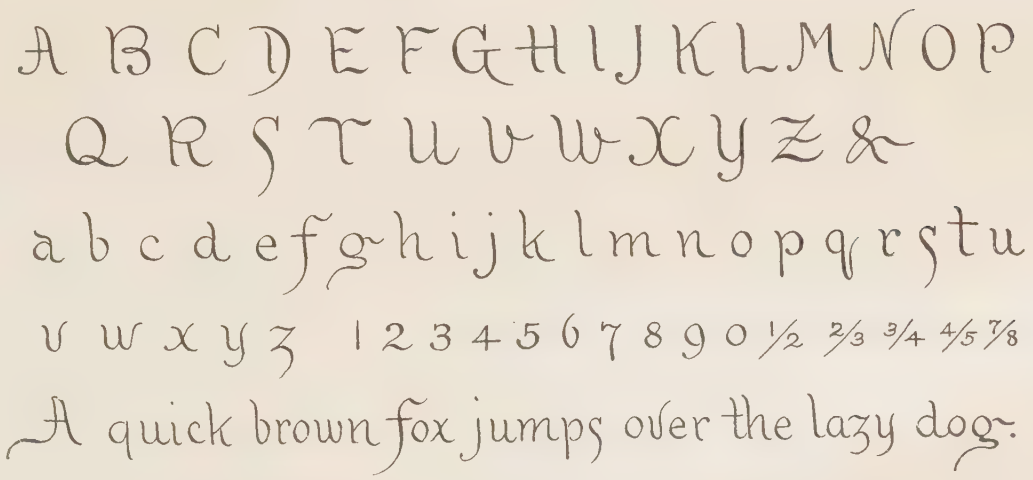
a b c d e f g h i j k l m n

o p q r s t u v w x y z &c.

A quick brown fox jumps over the lazy dog.

69

Rapid Printing


A B C D E F G H I J K L M N O P
Q R S T U V W X Y Z &
a b c d e f g h i j k l m n o p q r s t u
v w x y z 1 2 3 4 5 6 7 8 9 0 ½ ⅔ ¾ ⅘ ⅞
A quick brown fox jumps over the lazy dog.

there are no two superscriptions that are exactly alike, it requires a good eye and much practice to adapt the matter to the space.

Write these copies with great care.

LESSON 10

Copy 66 and 67.—*Friendly Notes:* The purpose of these copies is to teach how to write a friendly note, how to answer one, and also how to arrange them on commercial note paper. First, observe the appearance of the whole page of each and then carefully analyze the arrangement of the different lines; second, study the language that expresses the thought; third, study the letter forms and combinations.

Such notes are written on commercial note paper or on the note paper that comes in boxes, with envelopes to match. The ordinary note paper is 5 inches by $7\frac{1}{2}$ inches, and is folded twice to fit the envelope, while that which comes in boxes varies in size and is folded once to fit the envelope; a popular size is $5\frac{1}{2}$ inches by 7 inches.

Write the note of request several times.

It will not be necessary to make the monogram shown at the top of the note.

LESSON 11

Copy 68.—*Review:* This copy is a review of all the capital and small letters separately, and gives a sentence containing all of the small letters of the alphabet in nearly all of the different combinations. Drill on each letter separately before practicing the entire copy. These specimens should show a quality of work superior to the others, both in form and movement, and they will be a test of the student's perseverance. Every line will be a picture of the touch and motion that produced it, and each letter and combination will be closely examined and criticized in a spirit of justice and with a view of benefit to the student.

Copy 69.—*Rapid Printing:* With the exception of the specimen page, the final copy of the series has now been

LESSON 12

70

International
Correspondence Schools.
Scranton, Pa.
Gentlemen:- This is a specimen of
my writing after completing your
course of lessons in penmanship.
Yours truly,

reached, which is a few lines of rapid printing in a style well adapted to business use. The forms and proportions are the same as in writing. It is necessary, in printing, to acquire a firm, steady touch of the pen, keeping the lines uniform in width, spacing, and height, and as nearly as possible of the same strength.

LESSON 12

Copy 70.—*Specimen:* This copy is nearly like the letter the student was asked to write before beginning practice. The work on this specimen should show that the eye has been trained to see better and the muscles to act better, which means greater skill.

Study this letter carefully and observe the arrangement of the different parts, paying particular attention to those to be added. Give it conscientious practice, for it should be an improvement over the first specimen.

SHORTHAND
(PART 1)

INTRODUCTION

1. Systems of writing that require fewer movements of the pen than are used in ordinary writing are called *shorthand*, *stenography*, or *phonography*. **Phonography** is a method of writing by brief signs, each of which represents a sound of speech, thus making it *phonetic*, while **stenography** is simply a system of brief writing without special regard to its being phonetic. Both are known as **shorthand.**

2. Materials.—The selection of writing materials of a good quality and adapted to the conditions of the work to be done, should be given careful attention. Ruled paper should be used and it should have a finish that will make writing on it as easy as possible with the writing instrument to be used. A slightly rough surface is best for pencil work, while for a pen the surface should be smooth and yet absorbent enough to take up the ink readily and thus avoid blots. Whether loose sheets, pads, or notebooks should be used, and if notebooks, how good they must be, is best decided from the kind of matter to be written and the length of time it must be preserved. Whether a pen or pencil should be used depends on the conditions under which the writing must be done. If a pencil is chosen, one of good quality, in a soft or medium soft grade, will be found best. Very cheap pencils are generally too hard and gritty, break easily, and are not sure to mark, thus making the retracing of outlines necessary and causing a great loss in speed. If a pen is

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used it must be fine enough to make sharp lines and flexible enough to shade easily. Gillott's 604 and 404, Esterbrook's 303, and Spencerian No. 1 are good. The use of ink is preferable, if not absolutely necessary in some kinds of reporting. With a pen, finer, neater, and more clean-cut notes can be made than with a pencil, and the gain in speed from its adoption is in most cases well worth the little practice necessary to make its use entirely satisfactory to any who have previously preferred a pencil.

The beginner, especially, is advised to use a pen, for he can attain to a certain degree of skill in shorthand writing much sooner by its use than otherwise. He should, therefore, use it for practice until thoroughly accustomed to it, even if he expects to use a pencil later on. The experienced stenographer should be able to write with either pen or pencil and meet with little difficulty in changing from one to the other.

3. **Holding the Pen.**—The manner of holding the pen often has much to do with the ease and speed of writing. Some hold the pen as in Fig. 1, and some as in Fig. 2, and some use both positions, changing from one to the other to

FIG. 1

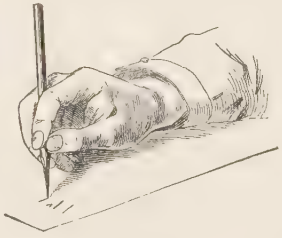


FIG. 2

rest the muscles. In any case, the pen should be so held that it may easily be turned in forming different outlines, and grasped so lightly that the hand and fingers will not be cramped.

4. **Method of Study.**—Every section of each lesson should be taken up in its order and thoroughly mastered. It is not enough to learn the rules and be able to puzzle out

the written exercises. All exercises should be read and written, and written and read until they are as familiar as longhand. No one can expect success as a stenographer until the principles used in writing are as easily and readily applied in taking notes as is the writing of figures from dictation.

Great care must be taken from the beginning in forming the characters. A little too much slant or not quite enough, too much or too little shade, straight stems curved and vice versa, or characters that are not uniform in length and thickness of line and properly proportioned tend to illegible writing, and writing that is not legible is worse than no writing at all. No stenographer can read his notes too fluently.

5. The system here used is phonetic and is based on the phonographic sign alphabet invented by Sir Isaac Pitman to represent the forty sounds of the English language. Of these sounds twenty-four are *consonants;* twelve, *simple vowels;* and four, compound vowels, or *diphthongs.*

LESSON 1

CONSONANTS

6. Consonant sounds are represented by straight and curved strokes, called *stems*, written light or heavy to correspond with the sound represented. These signs and their sounds are shown in Fig. 3 (*a*) and (*b*). They must be thoroughly learned and should be practiced until they can be written with accuracy at a speed of at least seventy-five strokes a minute. All stems should be of the same length; three-sixteenths of an inch is a good size.

Light stems should be made very light. Heavy stems should be just enough thicker than light ones to be easily distinguished. The shaded straight stems should be of the same thickness from beginning to end. Shaded curves should be thickest in the middle and nicely tapered.

7. The characters of the alphabet must be practiced until they are as familiar as the longhand letters. It is best to write slowly at first and to try to make the signs as nearly as possible like the printed ones. They should not, however, be made so slowly that a habit of drawing rather than writing them is acquired.

Though the signs are as simple as it is possible to make them, being merely straight and curved lines, it must not be expected that they can be written readily and well without practice. It will doubtless be necessary to cover page after page with them, but it will pay to put plenty of time and work on this lesson, for it is the foundation, and no matter what principle of abbreviation may be presented in the higher lessons it must be joined to the characters that are being learned now.

CONSONANT STEMS

	Name	Stem	Sound	Pronounced as in
Written downwards	Pee		p	so*P*
	Bee		b	so*B*
	Tee		t	no*T*
	Dee		d	*D*ue
	Chay		ch	*CH*ase
	Jay		j	*J*est
	Ef		f	*F*ur
	Vee		v	*V*ain
	Ith		th	*TH*in
	The		dh	*TH*en
	Es		s	u*S*
	Zee		z	*Z*eal
	Ish		sh	fi*SH*
	Zhe		zh	a*Z*ure
	Way		w	*W*ay
	Yay		y	*Y*ou

Fig. 3 (*a*)

CONSONANT STEMS

	Name	Stem	Sound	Pronounced as in
Written downwards	El		l	e*L*k
	Ar		r	fu*R*
Written upwards	Lay		l	*L*ane
	Ray		r	*R*ain
	Shay		sh	bu*SH*y
Written from left to right	Kay		k	*K*een
	Gay		g	*G*ain
	Em		m	*M*ain
	En		n	a*N*
	Hay		h	*H*int
	Ing		ng	si*NG*

Fig. 3 (*b*)

8. There must be a good, strong distinction between the light and shaded stems, but the aim should be to make this distinction by making the light lines very light rather than by making the shaded ones very heavy. A habit of making plain, legible notes can be acquired from the beginning and doing so will save much time and trouble later on.

9. It is important that the stems be written in the directions indicated. A tendency to make them too large should be guarded against.

10. The name of a letter must not be confused with the letter proper, that is, its *sound*. For instance, the name of the first character is *Pee*, but it represents simply the sound of the letter *p* as in *sop; Bee* the sound of *b* as in *sob*, etc.

11. *Chay* expresses the combination *ch*, blended into one sound, as in *chase*.

12. *Ith* and *The* both represent the letters *th*, but this combination has two distinct sounds which can be noted by pronouncing the words *thin* and *then*.

13. *Zhe* is used for the sound of *zh*, though this is a combination of letters not found in any word. The sound occurs, however, in words like *azure*, *pleasure*, *suasion*, where the ordinary spelling expresses it by *s* or *z*.

14. The names *Way*, *Yay*, and *Hay* are given to the letters *w*, *y*, and *h* because they come nearer the real sounds of those letters than do the ordinary pronunciations.

15. *Gay* is used only for the hard sound of *g* as in *gain*. The soft sound, as in *sage*, is pronounced like *j* and expressed by the *J* stem.

16. Two strokes for *L*, *R*, and *Sh* are given, one of each being struck downwards and one upwards. Upward strokes slant more than downward ones. Therefore, when standing alone, upward *R*, by its greater slant, is easily distinguished from *Ch*, which has the same form but is written downwards. When joined to other consonants, the directions are plainly shown so that there is no danger of confusing them.

Downward *L*, called *El*, is used only in combinations with other stems. Upward *L*, called *Lay*, is used both in combinations and when standing alone.

Sh is always written downwards when standing alone. The upward and downward strokes for *L* and *Sh* are the same in form, the only difference being in direction.

17. Outlines.—Two or more stems may be joined to represent the consonant sounds in a word; such a combination is called an *outline*. In writing a word, the consonants

are all written before the vowels and made without lifting the pen. The vowels are then placed beside the outline.

(*a*) When two straight stems like *P-P* or *B-B* come together, the stem is made double length.

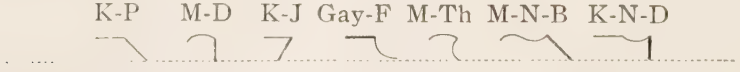
P-P B-B T-T D-D Ch-Ch J-J Gay-Gay Ray-Ray

(*b*) In this lesson when an outline begins with a vertical or slanting stem, that stem should rest on the writing line. If there are only horizontal stems in the outline, they should all rest on the line.

P-K F-Ch B-D S-M Sh-P Lay-T N-N M-Ng Gay-N

(*c*) When an outline begins with a horizontal stem, followed by a stem struck upwards or downwards, the horizontal must be so placed as to allow the upward or downward stroke to rest on the line.

K-P M-D K-J Gay-F M-Th M-N-B K-N-D

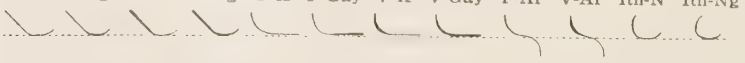


(*d*) When such a combination occurs as *P-B*, *T-D*, or *Ch-J*, in which a light and a shaded stem are joined without an angle, the stems should be blended into one tapered stroke.

P-B B-P T-D D-T Ch-J J-Ch K-Gay Gay-K

(*e*) The following are a few other combinations that are more quickly and easily written without an angle and yet indicate clearly what stems are represented:

P-N P-Ng B-N B-Ng F-K F-Gay V-K V-Gay F-Ar V-Ar Ith-N Ith-Ng



Lay-Sh Lay-Ar Ar-Sh M-P N-Ray M-N N-M M Z W-Sh The-N H-N

In combinations where there is an angle between the joined stems, the angle should be sharp and distinct so that each stem is as clear as if standing alone.

18. To the Student.—After you have practiced the preceding characters until you are thoroughly familiar with them, so that you can write them with ease and read them from your own notes as readily as longhand, you are ready to prepare the Examination Paper for Lesson 1. Fill out the blank book and send it to be corrected. After it has been mailed, you may begin studying on Lesson 2, but the Examination Paper for Lesson 2 should not be prepared until Lesson 1 has been returned with a percentage. The principles of each lesson are used in all following work, and if by chance you have made any mistakes in Lesson 1, or if you have misapplied some principle through failure to understand it correctly, those mistakes will be likely to be repeated in the next lesson. Many errors can be avoided by waiting for the return of one lesson before preparing the following one. The greater part of the practice on the Examination Papers should be done after they have been corrected, for then you can be sure you are not practicing incorrect outlines.

LESSON 2

VOWELS AND DIPHTHONGS

1. Vowels.—In shorthand only the sounds heard when a word is pronounced are written, no attention being paid to the common spelling, all silent letters being omitted, and double letters being expressed by single strokes. The longhand alphabet contains only twenty-six letters, making phonetic writing impossible, but in shorthand forty signs are provided, one for each of the elementary sounds in the language, and the student must keep in mind when learning the characters that they represent *sounds*, not *letters*. This is particularly important in the vowels where each letter is commonly used to express a number of different sounds.

2. Phonetic systems of shorthand recognize twelve distinct vowel sounds: six long and six short. The long vowels are represented by shaded dots and dashes, the short vowels by light dots and dashes. Each dot and dash is made to express three distinct sounds by being placed in three different positions at the side of the consonant stems. These positions are called *first position*, *second position*, and *third position*, and the vowels are spoken of as *first-place*, *second-place*, and *third-place* vowels, respectively. First position is at the *beginning* of a stem, second position at the *middle*, and third position at the *end*. This is shown by the table on page 11. The T stem by the side of which the dots and dashes are placed is not a part of the vowel sign. It simply shows the positions that the signs occupy. Any other stem of the alphabet could have been used just as well. The Italic letter or letters in the words used for illustration show the vowel sounds.

TABLE OF VOWELS

Long Vowels	Short Vowels
1st position *e* as in w*e*	1st position *i* as in h*i*t
2d position *a* as in g*a*in	2d position *e* as in b*e*t
3d position *ah* as in *a*rm	3d position *a* as in b*a*t
1st position *aw* as in p*aw*	1st position *o* as in t*o*p
2d position *o* as in *o*ld	2d position *u* as in b*u*t
3d position *oo* as in b*oo*t	3d position *oo* as in l*oo*k

3. The sounds represented by the dots and dashes must be thoroughly memorized, for there must be no hesitation in recalling them. The student should repeat them over and over until he can tell instantly whether each sound is expressed by a dot or dash; whether it is light or heavy; first, second, or third place.

4. Vocalizing.—The consonants of a word are written first and the vowels then placed beside the outline. Placing the vowels is called *vocalizing*.

Vowels should be close to the stems but should not be allowed to touch them. Dash vowels are written at right angles to the stems.

Long vowels should be shaded enough to be easily distinguished from the short ones but not so heavy as to appear clumsy.

The heavy dots should be produced by pressure, not by a circular motion of the pen point. The light dots require but a touch of the pen.

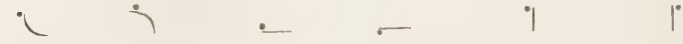
5. Vowels and Consonants Combined.—*A vowel placed to the left of a vertical or inclined stem or above a horizontal is read* **before** *the stem. A vowel placed to the right of a*

vertical or inclined stem or below a horizontal is read **after** *the stem.*

Plenty of practice must be given the following words illustrating the vowels. They should be pronounced when written and the sounds carefully noted.

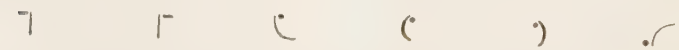
(*a*) The first-place long vowels, *e* as in *we*, and *aw* as in *paw*, are written:

eve we eke key eat tea



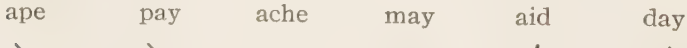
awl law awk gnaw awed daw

ought taw fee thee ease eel

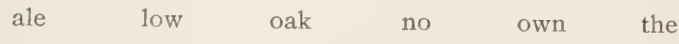


(*b*) The second-place long vowels, *a* as in *gain*, and *o* as in *old*, are written:

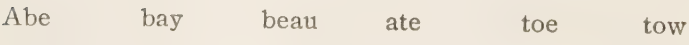
ape pay ache may aid day



ale low oak no own they

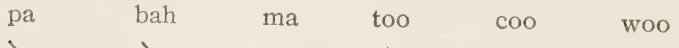


Abe bay beau ate toe tow



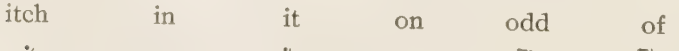
(*c*) The third-place long vowels, *ah* as in *arm*, and *oo* as in *boot*, are written:

pa bah ma too coo woo



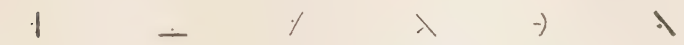
(*d*) The first-place short vowels, *i* as in *hit*, and *o* as in *top*, are written:

itch in it on odd of



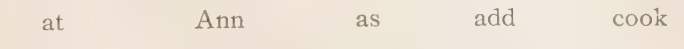
(*e*) The second-place short vowels, *e* as in *bet*, and *u* as in *but*, are written:

Ed egg etch up us ebb



(*f*) The third-place short vowels, *a* as in *bat*, and *oo* as in *look*, are written:

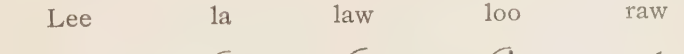
at Ann as add cook



ash am took book look

6. First place to any consonant is at the beginning of the stroke and third place at the end. Hence, when a consonant is written upwards, a first-place vowel must be placed at the *bottom* and a third-place vowel at the *top*.

Lee la law loo raw

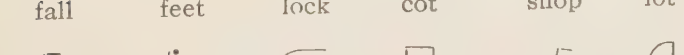


7. Vowels Between Consonants.—In words containing more than one consonant stem, the vowels coming *between the stems* should be placed according to the following rules:

(*a*) First-place vowels, whether long or short, are written after the first stem.

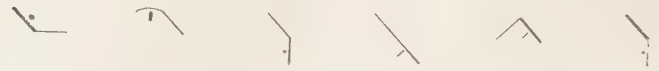
peak pick beet tip tall

fall feet lock cot shop lot



(*b*) Second-place vowels, if long, are written after the first stem, and if short, before the second.

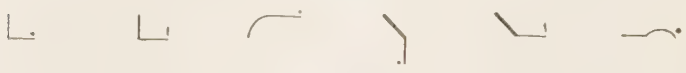
bake mope pet pup rub bet



made page bait boat but led

(*c*) Third-place vowels, whether long or short, are written before the second stem.

tack took lack bat book calm



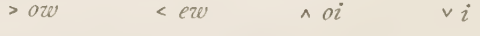
pad pat pan shook boot far

8. When two vowels come between two stems, one vowel is written to each stem. Occasionally, it is necessary to write two vowels to one stem, in which case the one pronounced next to the consonant is written a little nearer to it than the other.

poetic chaotic theory peony payee area Rhea

A very obscure vowel sound, as the *e* in *bower* or *tower*, may be omitted entirely.

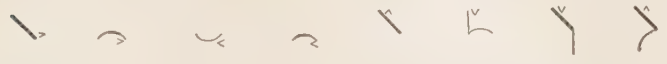
9. Diphthongs.—The sounds *ow*, *ew*, *oi*, and long *i* are called *diphthongs*. They are represented by compound signs, thus:



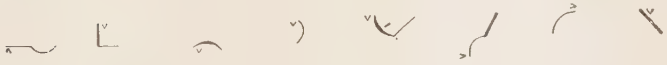
The signs for *i* and *oi* are always written in first position and those for *ow* and *ew* in third.

The diphthongs are treated the same as the simple vowels and are governed by the same rules.

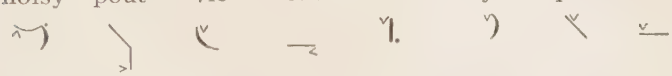
bough how new hew boy time bite boil



coin dike high ice ivory jowl owl by

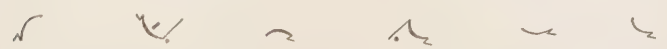


noisy pout vie cue Ida eyes pie Ike



10. When a word begins or ends with a diphthong, the sign may, when convenient, be joined to the preceding or following stem.

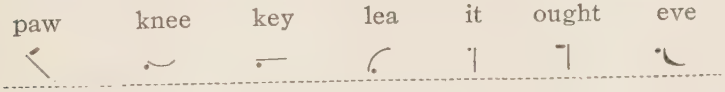
oil ivory hew review new few



11. Positions of Outlines.—The consonant outlines for words have three positions: *above the line*, *on the line*, and *through* or *below the line*. The positions of the consonants are determined by the positions of the vowels in accordance with the following rules:

(*a*) If the vowel is a first-place vowel, the consonant is written in *first position*, which is at about half the height of a T stroke above the line.

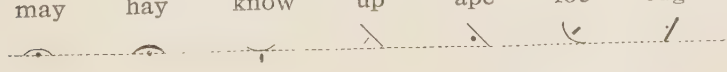
paw knee key lea it ought eve



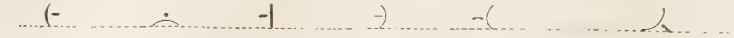
oil eel ill boy bee my joy

(*b*) If the vowel is second place, the consonant is written in *second position*, which is on the line.

may hay know up ape foe edge



though aim owed us oath show



(*c*) If the vowel is third place, the consonant is written in *third position*. This, for vertical and inclined stems, is through the line; for horizontals, entirely below the line.

at add an how hew mow woo

Jew sue bough vow view out coo

12. In outlines containing more than one stem, the first *vertical* or *slanting* stem is written in position to correspond with the position of the vowel, and the following stems are written in their usual directions, regardless of position.

If the outline begins with a horizontal followed by a stem written upwards or downwards, the horizontal must be so placed as to allow the upward or downward stroke to fall in position.

A word containing more than one vowel is written in the position of the *accented* one.

laid leaf lathe lake mode ship

funny wretch keep mesh hero gear

pad pony pack pout bowery bower

13. If every vowel were always inserted, the principle of position would not be necessary, as all the sounds would be clearly shown and nothing further would be needed. But in actual practice very few vowels are used, for a fully vocalized shorthand would be entirely too slow to report even the

slowest speakers, and it is when vowels are omitted that the positions of the consonants become important, for the position then not only helps to determine the leading or accented vowel, but it also affords a means of making a distinction between words having the same consonants.

The student must not think that because vowels are to be omitted later on, they are not important. No stenographer ever reaches a point where the insertion of an occasional vowel is not necessary, and when a vowel is to be placed it must be done with accuracy and promptness, otherwise it causes hesitation, which is fatal to speed.

14. Many stenographers make it a rule to write words of three or more consonant strokes on the line regardless of the position of the accented vowel, thus:

dignify Albany Elvira cabbage family

It is safe to disregard the rule of position in long or peculiar outlines because such outlines are in themselves distinctive and do not need the position to make them legible, and it is a little easier to write words in the second, or neutral, position than in either of the other positions.

15. How to Practice.—The student must understand from the beginning that if he is to make a success of shorthand he must do much careful practicing. He must work on each exercise until it can be written at a fair speed. It is not necessary at first that the outlines themselves be written rapidly, but the aim should be to become so familiar with the form used for each word that it can be written promptly, without any hesitation in thinking of the sign.

Plenty of time should be taken for the Instruction Paper before doing anything with the Examination Paper. Rules must be memorized and their application carefully noted in the outlines given for illustration. The illustrations should then be copied, one on each line at the extreme left-hand edge of the notebook or practice paper, so that the words

appear in column. After being copied once, the work should be carefully criticized and compared with the engraving to detect mistakes if any have occurred. Then the lines should be filled out with repetitions of these outlines as closely as can be done without crowding. It is well, after finishing, to compare the outlines at the right-hand edge of the paper with those in the Instruction Paper and to give extra practice to any outlines that are found to be poorly or incorrectly formed. The exercises that are sent for examination should be practiced in this way *after they have been returned with a percentage*, so that there may be no danger of practicing incorrect forms.

LESSON 3

SEMICIRCLES FOR *W* AND *Y*—UPWARD AND DOWNWARD *L*, *R*, AND *SH*—BRIEF *H*

1. **Brief *Way* and *Yay*.**—Besides the stems *Way* and *Yay*, there are provided small semicircles. These express exactly the same sounds as the stems, but they make it possible to secure briefer outlines and often to avoid inconvenient joinings.

The semicircle for *W* may open either to the right or to the left: ⊂ ⊃

That for *Y* may open either upwards or downwards: ∩ ∪

Which form should be chosen depends entirely on convenience in joining, that one being used which will make the more distinct angle.

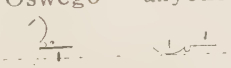
2. When used at the beginning of an outline, the semicircle must be the *first thing read*. A vowel placed to the left of, or, in case of a horizontal, above a stem to which a semicircle is joined, is read between the semicircle and stem. A vowel placed to the right of, or, if a horizontal, below the stem is read after both semicircle and stem.

weep web wing young youth yellow yacht

Yedo yam won week widow wife wake weave

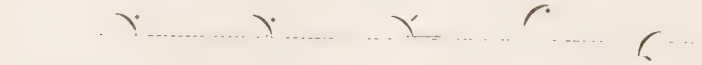
3. Occasionally it is necessary to use the semicircles between strokes; as,

Oswego unyoke



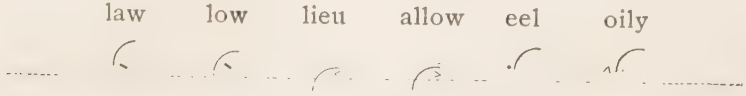
4. When *W* or *Y* is the only consonant in a word, or when it is preceded by an initial vowel, the semicircle cannot be used, for there must be a stem to which the vowel signs can be written.

way away awoke ye yew



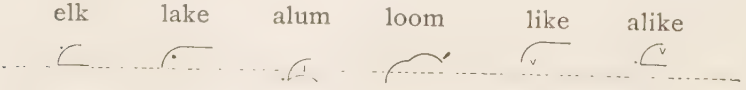
5. Upward and Downward *L*, *R*, and *SH*.—(*a*) When *L* is the only consonant stem in a word, it should be written upwards.

law low lieu allow eel oily



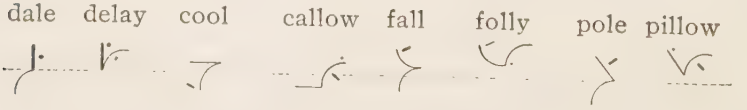
(*b*) At the beginning of an outline containing other stems, *L* should be written downwards if preceded by an initial vowel, and upwards if it is the first sound in the word.

elk lake alum loom like alike



(*c*) At the end of an outline, *L* should be written downwards if it is the last sound in the word, and upwards if it is followed by a final vowel.

dale delay cool callow fall folly pole pillow



(*d*) When *R* is the first or only stem in a word, it should be written downwards if it is preceded by an initial vowel, and upwards if it is the first sound.

array ray Arab rob ark wreck

(*e*) At the end of an outline, *R* should be written downwards if it is the last sound, and upwards if it is followed by a final vowel.

poor parry cheer cheery door diary

(*f*) *Sh* should be written downwards when standing alone and in all other cases except in outlines composed of two or more stems in which it is followed by a final vowel.

she ash ship shore fish fishy dash dashy bush bushy

(*g*) Between stems the upward or downward *L*, *R*, or *Sh* is used according to convenience.

6. Exceptions to the above rules may be made when by so doing better outlines may be secured. While it is in some respects better to make as few exceptions as possible, yet a little experience will show that the union of certain stems is decidedly awkward, and that in words such as the following it is better to disregard the rules:

elbow Albany olive elfish mill hall

aright arrayed arrive moor urge earth Rome

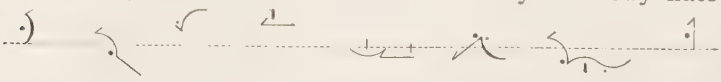
Some stenographers write *L* upwards at the end of a word, whether a vowel follows or not, because of the forward movement of the pen in writing the upward stroke. The upward stroke is more rapid, while the downward one is often more legible.

7. Brief Signs for *H*.—The *H* stem is often found to be a difficult one to join, and for the sake of both brevity and convenience, two other signs are provided. They are:

(*a*) A tick struck in the direction of *P*, *Chay*, or *Ray* as most convenient.

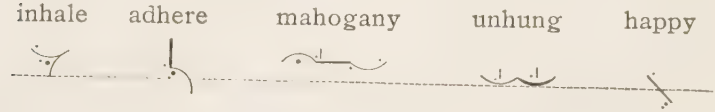
home harm hem hoof hack hammock hire

haze harp hill hawk unhook Harvey harmony hate

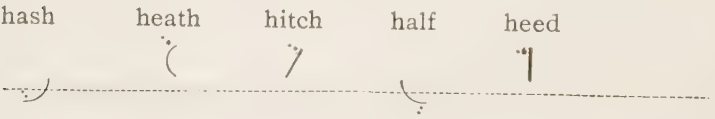


(*b*) A dot written beside a vowel sign. This is principally for use between strokes, though it is often used at the beginning of a word instead of the tick.

inhale adhere mahogany unhung happy

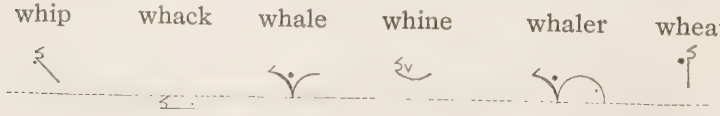


hash heath hitch half heed

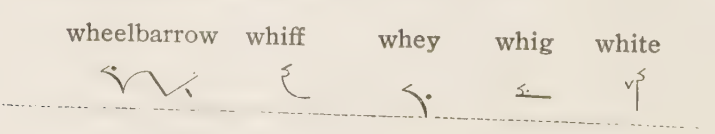


8. *Wh* as in *whip*, *white*, etc. is expressed by the *H* tick, prefixed to the *W* semicircle or stem. This method of writing, though contrary to the usual spelling, is correct, for the *H* is really pronounced first.

whip whack whale whine whaler wheat



wheelbarrow whiff whey whig white



LESSON 4

WORD SIGNS AND PHRASING

1. Word Signs.—As a large part of ordinary speech is made up of the frequent repetition of a comparatively small number of words, it is important that these words be written as briefly as possible, and to aid rapid writing, abbreviated forms called *word signs* are used for them. These word signs are the consonant and vowel signs written in the different positions.

Usually the most prominent consonant or vowel of the word is taken and it is placed in the position it would occupy if the word were written from principle, though it will be found that this arrangement is not followed in every case. When, however, a word sign is out of its natural position, there is usually some good reason for it, most frequently to distinguish it from some other word for which the same sign is used.

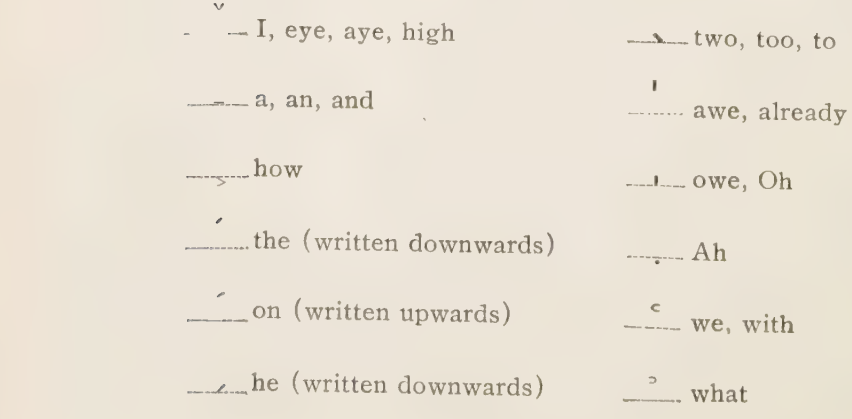
2. The word signs presented in this and following lessons must be so thoroughly memorized that there will not be the slightest hesitation in recalling them. There is nothing hard to understand about the word signs; all that is needed is the exercise of a little patience and perseverance, and a reasonable amount of work. The following is quoted from a well-known English reporter and teacher as a good plan for learning word signs:

3. "Take a double sheet of foolscap and fold it over into folds which will give about twelve divisions in all. Copy from the textbook neatly and carefully the signs you are about to learn, one on each line. Having thus filled the first column, close the book, and endeavor at once from memory to transcribe into longhand in column two. The

words having just been copied, this should prove no difficult task; but any blanks should be filled in from the key and underlined to denote that the signs were not remembered. This done, fold under column one so as to leave only the longhand words in column two visible, and transcribe those into shorthand in column three, as nearly as the memory will allow. Gaps can now be filled in from column one, which, however, should not be resorted to until the attempt has been made to work through the entire list. Then retranscribe the shorthand lines on column four, and so on to the end—shorthand into longhand and vice versa. It may be guaranteed that by the time the twelve columns have all been filled in the manner indicated, that particular set of words will have been almost thoroughly mastered."

4. When a word is printed with a hyphen, as *part-y*, it indicates that the sign is used for the word preceding the hyphen and also for the one composed of the letters both preceding and following it. Whenever the same sign is used for two or more words, the words are different parts of speech or have some distinguishing characteristic so that the context of the sentence will invariably determine which is meant.

VOWEL AND SEMICIRCLE WORD SIGNS



VOWEL AND SEMICIRCLE WORD SIGNS—(Continued)

should (written upwards)

would

him, who

would not

all

a or u you

CONSONANT WORD SIGNS

occupy-ied

me, my, time

up, pay, hope

may

part-y, happy

am, whom

be, buy, by

in, any

but, object-ed

no, know

to be

own

ought

when

at, it, take

however

took

long, thing, think

did, dollar

nothing, among, length

do, day

along, language

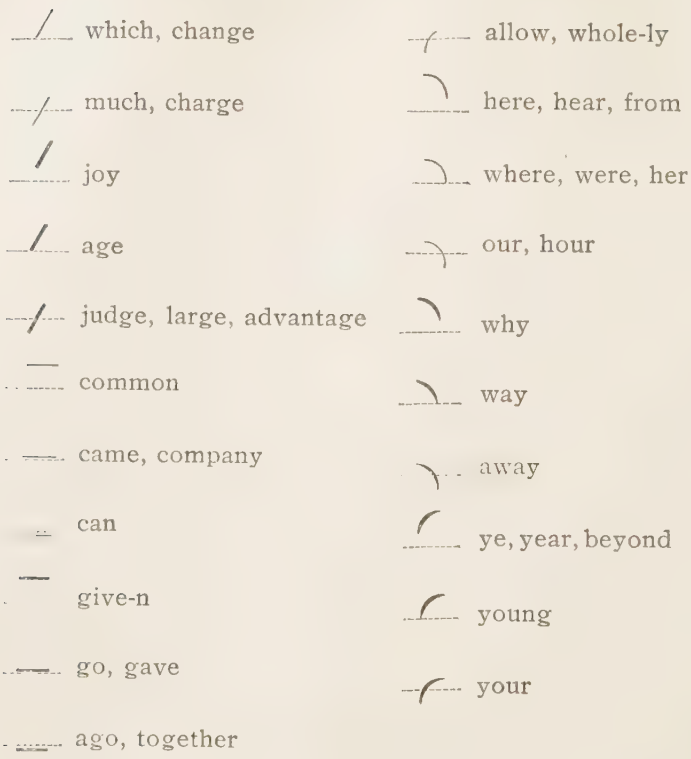
add, had

while

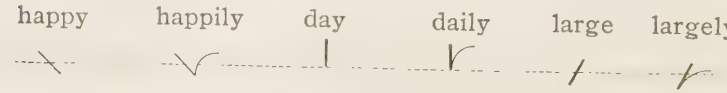
each

will, well, low

CONSONANT WORD SIGNS—(Continued)



5. Derivatives.—A syllable may be added to a word sign by the addition of a stem; as,



6. Phrasing.—Phrasing in shorthand means the writing of two or more words without lifting the pen. When properly done, phrasing increases speed materially and even though it sometimes makes it impossible for words to occupy their usual positions, it does not destroy legibility,

for certain words flow together naturally in speaking and it soon becomes easy both to write and to read them in groups. Then, too, the phrase signs are more distinctive in form than the disconnected word signs so that they stand out plainly in the notes.

Whether little or much phrasing should be used is a subject on which stenographers disagree more or less, and among those of equal ability some carry it to far greater lengths than others. There is no doubt, however, that much time is saved by avoiding unnecessary pen lifts or that the commonly occurring phrases introduced in this lesson should be learned early by the student so that he forms a habit of using them from the beginning.

7. *He* Joined.—(*a*) *He* may be joined to a following word by the word sign, but it does not keep its position; it is written so that the following word may occupy its usual place. When used initially, the sign for this word must always be written downwards, never upwards.

he may he can he gave he would he should be he came

(*b*) In the middle or at the end of a phrase, *he* may be written in the direction of *P*, *Chay*, or *Ray* as most convenient.

would he would not he when he which he had but he came

8. *I* Joined.—(*a*) *I* may be prefixed by either half of the word sign; that is, a tick in the direction of either *P* or *Ray*. It does not retain its position.

I hope I may I had I should be I know I am I can

(*b*) In the middle or at the end of a phrase *I* is expressed by a tick in the direction of T or K.

can I but I came should I be I know I can

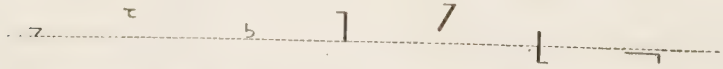
The student cannot be too particular to write *he* and *I* in the proper directions. They must never be written alike or they will be confused.

9. ***The* Joined.**—*The* may be prefixed or added by the word sign or by an inclined tick in any other direction when more convenient. It does not retain its position.

the way the day the time on the by the with the to the

10. ***A*, *an*, or *and* Joined.**—*A*, *an*, or *and* may be prefixed or added by a vertical tick whenever the horizontal word sign does not join easily. The sign does not retain its position.

and he and we and would a day a joy had a can a

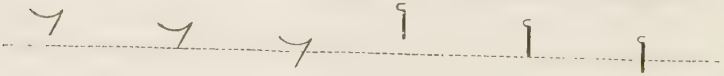


Care must be taken not to incline *a* or *an*, as there would then be danger of mistaking it for *the*.

11. The preceding initial ticks are exceptions to the general rule for phrasing, which is that *the first word of a phrase occupies its usual position regardless of the position of any following words.*

Sometimes it is possible to write the first word a little higher or a little lower than it would be placed if standing alone, in order that both words may fall in position.

in each in which in charge we did we do we had



12. ***How.***—*How* may be separated and either half of the sign used at the beginning of a phrase, but it keeps its position below the line. A tick in the direction of *Ray* may also be used when more convenient.

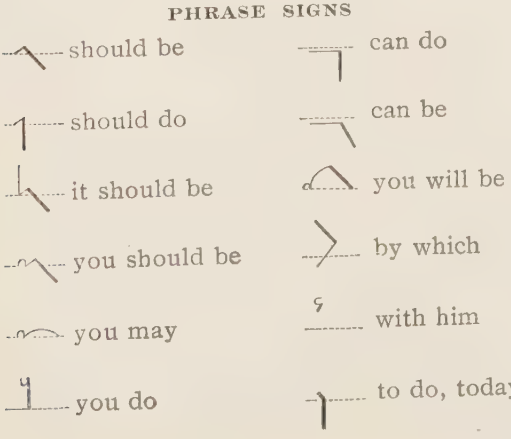
how much how far how many how can how would

13. ***On* and *Should.***—*On* and *should* are usually written upwards, though the direction is not important, and in phrases they may be written downwards when more convenient. They must not be written out of position when used initially.

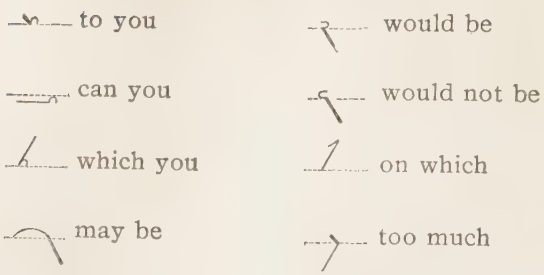
14. ***You* and *We.***—For convenience in phrasing, both forms of the semicircle are made to serve for *you*. It is safe to write this word sign out of position when it occurs at the beginning of a phrase, for in the majority of cases the legibility of the phrase will depend more on the following word than on the *you*. The word sign for *we* may also be reversed occasionally to secure a good joining for a common phrase, as *we can*, *we may*. This sign also may accommodate its position to that of the following word.

15. Copy these phrases at least twenty-five times.

PHRASE SIGNS



PHRASE SIGNS—(Continued)



16. Punctuation.—The punctuation of shorthand notes not only makes them easier to read but is necessary to give the sense intended by the speaker.

It is somewhat difficult to use the colon, semicolon, and comma while taking notes, but when places for their use are seen and time permits they should be shown by the use of the usual marks.

The punctuation of transcripts should be by the signs and rules usually employed; the following signs being used only in shorthand notes:

× *Period;* to be used at the end of every sentence.

" *Capitalizer;* written under a word to indicate that it should begin with a capital. This need not be used at the beginning of every sentence; its use is principally to make proper names stand out distinctly in the notes and thus aid in reading.

= *Hyphen;* used to join the parts of a compound word.

~~~ *Dash;* indicates a break, omission, or interruption.

∧ *Caret;* indicates the insertion of a letter or word.

" " *Quotation;* words quoted by the speaker.

// *Paragraph;* the beginning of a new thought.

? *Interrogation;* used when a question is asked.

! *Exclamation;* earnestness or surprise.
~~~

LESSON 5

SHORTENING AND LENGTHENING

1. Half-Length Stems.—*T* and *D* are sounds that occur so often that it is necessary to have some briefer way of writing them than the usual stems. The method employed is to shorten the stem preceding the *T* or *D* sound. The context must determine which of these two sounds is added.

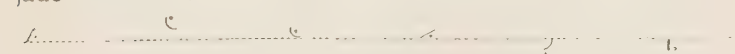
The sound added by shortening is read after the stem and after all vowels written to the stem.

The positions for the first- and second-place half lengths are the same as for the full-length stems, but the third-place half lengths are written entirely below and just touching the line.

pit put pat bead bid bad thought

taught tate deed date cheat foot

jade feet fate rate shoot doubt



2. Shortened stems are often used in combination with other stems; as,

afford feared until elect invite

agent cheered infinite intend esteem

estimate tempt mired lard dictate

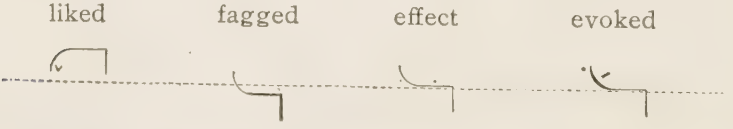
3. Although any stem in the alphabet may be shortened to add either *T* or *D*, a little care needs to be taken in shortening light stems for *D*. Sometimes, it is better to use the longer outline necessitated by writing the stem in order that legibility may be insured. For instance, *Ray* is seldom shortened for *D*, at least when standing alone, for if words such as *write* and *read* are written alike, confusion is sure to result, while if it is made a practice to use the shortening principle in the former and the *D* stem in the latter, the words are distinguished even if the vowels are omitted. Words like *feet* and *feed*, *thought* and *thawed*, *foot* and *food*, *goat* and *goad* are made perfectly plain by using the shortening principle for the *T* only.

4. When *T* or *D* is followed by a final vowel, the stem must be used in order that the vowel sign may be correctly placed and read.

natty veto lady

5. The full-length stems must also be used when a curved and a straight stem are joined without an angle so that a shortened stem would not show plainly.

liked fagged effect evoked

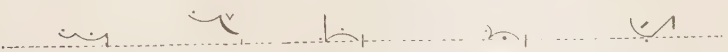


6. The past tense of a verb written with a half-length stem must be expressed by making the stem full length and

adding a half length *T* or *D*. When the *T* or *D* will not join conveniently, it may be disjoined.

rated baited fated waded mated ended

intended invited attempted estimated afforded



7. The past tense of a word sign may be indicated by shortening.

8. Phrasing.—Making a word sign or the last stem of an outline half length adds *it*, *the*, or *to*.

take it when it in the ought to at the had to do it

9. The following list of word signs must be *thoroughly memorized*. The student must not forget that whatever is committed to memory must be learned so well that there is no effort in recalling it. Anything only partly learned means hesitation in writing, and speed can never come so long as there is the least hesitation in thinking of the signs.

HALF-LENGTH WORD SIGNS

put

affect-ed, fact

about

let

 quite

 might

 could

made

 got

 not

HALF-LENGTH WORD SIGNS—(Continued)

get, good

if it, if the

of it, of the

thought

is it, is the, is to

was it, was the, was to

as it, as to, as the, has it, has to, has the

effect-ed

under, hundred

hand, nature

immediate-ly

anybody

nobody

individual-ly-ity

yet

without

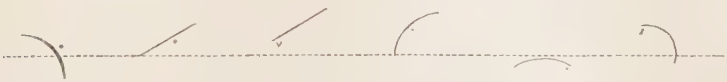
10. Double-Length Stems.—Making a stem twice its usual length adds the sound of *ter*, *der*, *ther*, or *ture*. The *first half* of a double-length stem is written in position the same as an ordinary stem.

Vowels are written in the same relative positions to the double-length as to the single-length stems, that is, at the beginning, middle, and end. A vowel written after a double length is read *before* the added syllable.

It will be noticed that the context must be depended on to show which syllable is added. For instance, in the following examples *mother* could also be read *mutter*, *rater* could be *raider*, *writer* could be *rider*, *letter* could be *leather*, and *matter* could be *madder*. In most cases it will be found that the meanings of the words are such that one could not be substituted for another, but in case a pair of words is found in which the meanings do conflict, principles have been, or will be given by which a different outline can be substituted for one of them.

Peter dater eater mother laughter father

waiter rater writer letter matter order



typewriter weather under feeder enter lighter

calender oleander neither Arthur rather Easter

11. Care must be exercised that the half-length, full-length, and double-length stems are made the proper size so that they cannot become confused. It is well to make the shortened stems a little less than half the size of a full length and to exaggerate the double lengths a little.

12. Phrasing.—Lengthening adds *there*, *their*, *they are*, or *other*.

go there when they are in there take their no other

DOUBLE-LENGTH WORD SIGNS

entire, neither

if they are

another

have their

the other

whether

LESSON 6

CIRCLES AND LOOPS

1. This lesson presents, as new principles of abbreviation, the expression of *s* and *z* by a small circle called *Iss; ses*, *ces*, *cise*, and similar syllables by a large circle called *Ses; st* and *sd* by a small loop called *Steh;* and *str* by a large loop called *Ster.*

2. Small Circle.—The small circle may express either *s* or *z*. It is joined on the right-hand side of vertical and slanting straight stems except *Ray;* on the upper side of *K*, *Gay*, and *Ray*, and on the inside of curves. A vowel written *before* a stem beginning with a circle is read between the circle and stem; that is, the circle is the *first thing read.*

sip sob sit said such sedge snow

sorry sick sod safe save Seth sis

size sail sell sir same sane sink

3. When used between stems, the circle is turned in the most convenient manner. This is generally on the outside of an angle made by two straight stems, and if between a straight stem and a curve, on the inside of the curve. Vowels to be read in the order of their occurrence, must be written to the stems with which they are pronounced, whether or not they are in accordance with the rules in Art. **7** of Lesson 2.

bask basket bassoon bassviol sixty

task disk chasm spasm besiege resign

beside bespeak bestow assessor episode

4. A circle used at the end of an outline is the *last thing read.*

tease days chase face vase says

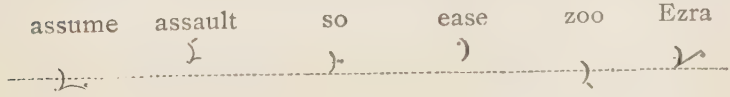
ways slays race case foes mass

pits pats beads Bates deeds cheats

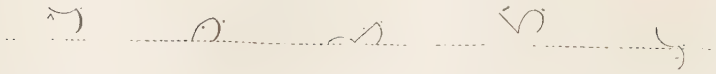
5. As the circle cannot be vocalized, and it is always necessary to have a stem to which vowel signs can be written, it is not possible to use a circle when *s* or *z* is the only consonant in a word, or when it is preceded by an initial vowel or followed by a final one.

aside asleep assay assignee aseptic

assume assault so ease zoo Ezra



noisy lazy mercy policy fussy

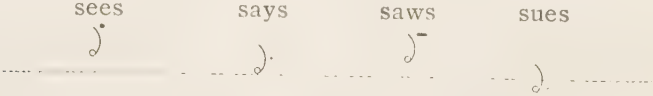


6. The stem must also be used when two vowels, or a vowel and diphthong, come between *s* or *z* and another consonant.

science chaos pious bias Siam

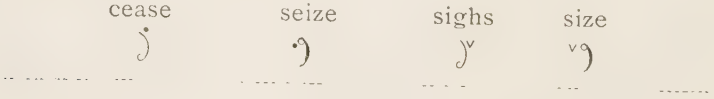
7. When *s* and *z* or two *s* sounds are the only consonants in a word, one of them must be expressed by the stem. It is correct to use the circle either at the beginning or at the end, though in such words as *sees*, *says*, *saws*, *sues*, there is an advantage in using it at the end, because this does not cause any change in the form of the primitives, which must be written with the stem S.

sees says saws sues



8. Words similar in sound but of different meaning can often be distinguished by using the circle at the beginning in one and at the end in another; as,

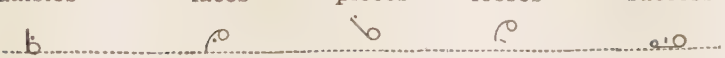
cease seize sighs size



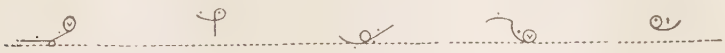
9. Large Circle.—The large circle, called *Sĕs*, is used for *sis*, *ses*, *cis*, *cise*, etc. It is joined on the same side of the stems as the small circle. The vowel coming between the two *s* sounds may be written within the circle if desired, though it is seldom necessary to express it.

system suspect paces teases roses

daisies laces pieces losses success



exercise insist necessary emphasize season



10. An additional *s* sound may be expressed by a small circle written after the large one.

successes recesses abscesses exercises excesses

11. **Small Loop.**—The small loop, called *Steh*, is used for *st* and *sd*. It is written on the same side of the stems as the circles.

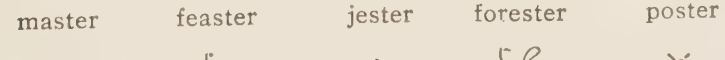
steep step best paced stem mast

must rust past post cost cast

stepped studied start steamed

12. **Large Loop.**—The large loop, which is used for the syllable *Ster*, should be about twice the size of the *st* loop. Because of its size it is not often used at the beginning of an outline. A later lesson will provide the usual method of writing *str* at the beginning of a word.

master feaster jester forester poster

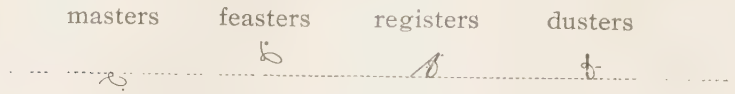


minister bolster monster Webster sister

13. A final *s* may be added after either loop by the small circle.

rusts casts waists posts guests

masters feasters registers dusters



14. A loop is seldom used in the middle of an outline, though it may be when the direction of the following stroke is such that the stem to which the loop is attached is not cut through as it would be in *vestige*.

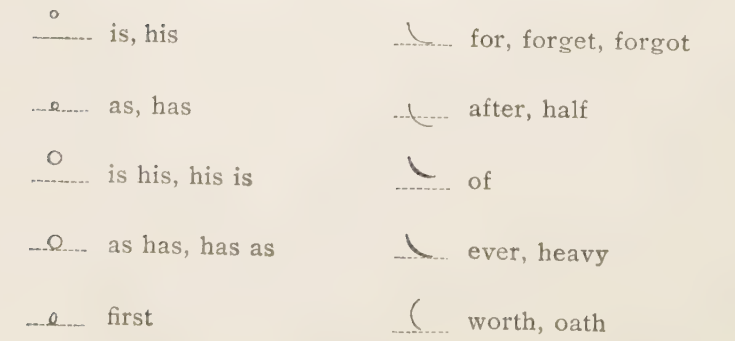
vestry costly yesterday registering

15. When *st* is followed by a final vowel, the loop cannot be used.

dusty musty fusty gusty lusty

WORD SIGNS

16.



is, his — for, forget, forgot

as, has — after, half

is his, his is — of

as has, has as — ever, heavy

first — worth, oath

WORD SIGNS—(Continued)

at first

subject-ed

several

similar

thousand

these

this

 those

Mrs.

Messrs.

show

 shall

usual-ly

if

 have

thank

thy, thee

though, they, them

that, thou

see, saw

so, say, us

 use (noun), sue

ease-y

owes, was

 use (verb)

or

 there, their

now

knew, new

 are

17. Phrasing.—The small circle may indicate *is*, *his*, *as*, *has*, and *us; is* and *his* being written above the line when

used at the beginning of a phrase, and *as* and *has* on the line. *Us* is joined only at the end of a phrase.

is to be as large as has put as to as if as though

it is to us if it is without us much as he has

18. The large circle prefixes or adds *is his*, *as has*, and similar phrases.

it is his is as large which is as is as much

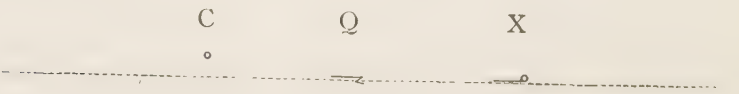
19. Outlines that begin or end with the *Iss* circle may have *is*, *his*, *as*, or *has* prefixed or added by enlarging the circle.

his subject as such has supposed this is

20. **Figures.**—In most cases numbers are best expressed by the ordinary figures, though *one* and *six* should be written in shorthand, because these figures so nearly resemble certain shorthand characters. Round numbers, as *hundred*, *thousand*, *million*, may also be written in shorthand.

21. **Initials.**—In writing names, the initials can be expressed by the ordinary shorthand letters with the exception of C, Q, and X. These may be written in longhand or expressed by the following characters:

C Q X



LESSON 7

INITIAL HOOKS FOR *L* AND *R*

1. The sounds of *R* and *L* combine very freely with those of other consonants and in many words it apparently requires but a single effort of the voice to pronounce both the *R* or *L* and the consonant preceding. Because of this close union of the sounds, it seems natural that some means be provided to express them in shorthand by a single character. This is accomplished by using hooks on the consonant stems.

2. The *R* Hook.—The *R* hook is a small initial hook on the left-hand side of descending straight stems; on the lower side of *K*, *Gay*, and *Ray*, and on the inside of curves. An initial hook is always read *after* the stem to which it is joined.

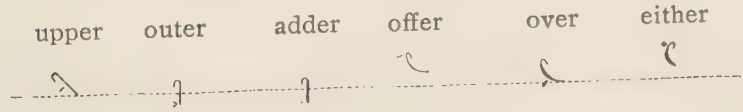
Pr Br Tr Dr Chr Jr Fr Vr

Thr Dhr Sr Zr Shr Zhr Wr Yr

Rr Lr Rar Kr Gr Mr Nr Hr Ngr

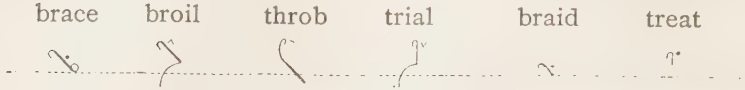
3. A vowel sign placed before a hooked stem is read before both stem and hook. A vowel placed after a hooked stem is read after both stem and hook.

upper outer adder offer over either



other through draw bray try true

brace broil throb trial braid treat



4. **The *L* Hook.**—The *L* hook is a small initial hook on the circle side of straight stems, and a short, broad initial hook on the inside of curves.

Pl Bl Tl Dl Chl Jl Fl Vl

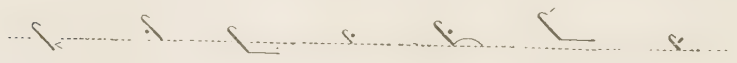
Thl Dhl Sl Zl Shl Zhl Wl Yl

Arl Ll Ral Kl Gl Ml Nl Hl Ngl

5. Care must be taken to make the *L* hook on curves large enough to distinguish it easily from the *R* hook. The *R* and *L* hook tables should be copied until the hooked stems can be written as readily and well as the simple stems.

6. Stems bearing the *L* hook are vocalized and read in the same manner as those bearing the *R* hook.

blue able black blade blame block bloat



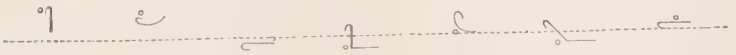
apple blood bloom clam flag flake flame

eagle plow pluck glib glide glory plum

7. Vocalization of Initial Hooks.—Because the hooks are to express a blending of consonant sounds the general rule is that when a distinct vowel comes between *R* or *L* and the preceding consonant, the stem shall be used instead of the hook. Occasionally, however, to avoid inconvenient outlines, or to provide different forms for words having the same consonants, a hook is used even though a distinct vowel comes between the two consonants, in which case the following rules should be observed:

(*a*) A heavy dot vowel is made into a circle and placed *before* the stem.

dear near car dark fail park care

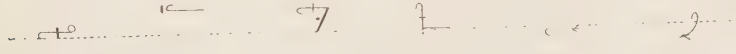


(*b*) A light dot vowel is made into a circle and placed *after* the stem.

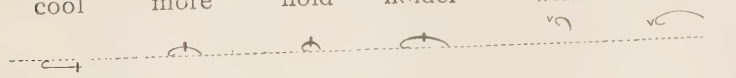
till term tell per village work

(*c*) Dash vowels and diphthongs are struck through the stems in their proper positions or are placed near the ends of the stems.

course call courage turkey cure sure

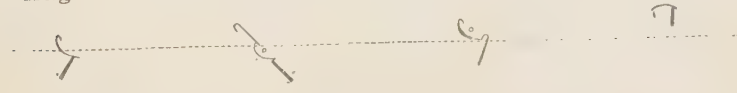


cool more hold holder wild milder



8. Hooks Between Stems.—The hooks when used between stems must be formed distinctly, though it is often necessary that a hook appear as a retraced portion of the preceding stem.

fragile preferable verdure model



verbal clever moral baker flavor

deeply murmur trouble turtle barber

9. When *R* or *L* is immediately preceded and followed by vowels, a hook should not be used.

fellow parry bury buffalo carry narrow delay

10. Circle Prefixed to the *R* Hook.—The simple *Iss* circle is always turned on the right-hand side of descending straight stems and on the upper side of *K*, *Gay*, and *Ray*, so that by turning it on the *R*-hook side of these stems, it can express both the circle and *R* hook.

sprat sprawl spray spread spree sprig

struggle straight strap straw stray secure

11. The small loop may be prefixed to the *R* hook on straight stems in the same manner as the circle.

sticker stagger stopper stouter stitcher

12. On curves, the circle is prefixed to the *R* hook by forming it distinctly within the hook.

safer singer sever simmer saner cipher

13. Circle Prefixed to the *L* Hook.—The circle is prefixed to the *L* hook on both straight and curved stems by forming it within the hook.

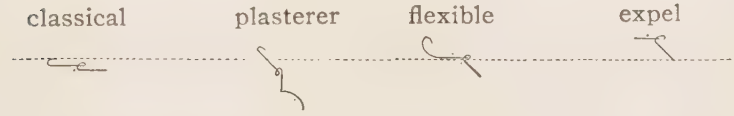
saddle satchel supply settle social civil

14. Circles and Hooks Between Stems.—When a circle and hook are used between stems, the hook should be shown as plainly as possible, though there are a few cases, as *explore*, *flexible*, *expel*, where the *L* hook cannot be very distinct.

peaceable prosper outstripped mystery

peaceful explore distract blissful

classical plasterer flexible expel



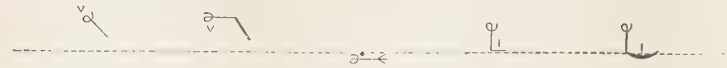
15. When *Iss-Kr* or *Iss-Gr* follows *P*, *B*, *T*, or *D*, the hook cannot be formed but it may be implied by turning the circle on the right-hand side of the descending stroke and on the lower side of the horizontal.

prescribe disagree tasker descry

disgrace discourage subscribe

16. The *In* Hook.—The syllables *en*, *in*, and *un*, when followed by any of the straight stems having a circle and *R* hook, may be expressed by a back hook called the *In* hook.

inspire inscribe insecure instruct unstrung



17. The *In* hook is used in other cases where the *N* stem would not readily join.

unceremonious enslave unsalable unsettle uncivil

18. Phrasing.—The *R* hook adds *or*, *are*, or *our*.

take our when or where two or three they are

19. The *L* hook adds *all* or *will*.

to all he will it will be in all there will be

20. The *In* hook prefixes *in* or *in the*.

in some in the spring in the street

SHORTHAND
(PART 2)

LESSON 8

BRIEF SIGNS FOR *CON*, *COM*, *COG*, AND *ING*— CONTRACTIONS AND WORD SIGNS

1. ***Com*, *Con*, *Cog*.**—A dot at the beginning of a word expresses *com*, *con*, or *cog*.

confuse compose cognate commence convey compare

The *con* dot, unlike a vowel sign, should be written first to avoid the loss of time occasioned by a backward movement of the pen.

2. One of these syllables in the middle of a word is expressed by disjoining and writing close together the stems that precede and follow.

recognize recommend decompose misconstrue unconscious

3. ***Accom*.**—*Accom* is expressed by the *K* stem.

accomplice accommodate

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4. ***Ing.***—The affix *ing* is expressed by a dot at the end of a word, though if preferred, the *Ing* stem may be used when it will join conveniently.

doing going passing preceding making coming

5. ***Ings.***—*Ings* is expressed by the small circle in place of the *ing* dot.

doings proceedings pleadings savings holdings

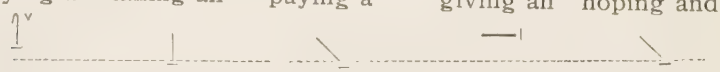
6. The dot cannot be used for *ing* or the circle for *ings* in a word of one syllable or when not an affix; that is, when a complete word would not remain if *ing* or *ings* were omitted. For this reason the stem must be used in such words as *king*, *wing*, *bring*, *sing*, etc.

7. The affix *ing* followed by *the* may be expressed by a disjoined tick in the direction of *P*, *Ch*, or *Ray* as most convenient.

making the giving the taking the choosing the

8. *Ing* followed by *a*, *an*, or *and* may be expressed by a disjoined horizontal or vertical tick.

trying a taking an paying a giving an hoping and



The tick should be written in the direction that varies most from the direction of the preceding stroke.

9. *The* preceding *com*, *con*, or *cog* may be expressed by an inclined tick in place of the dot.

the conduct the combat the consciousness

10. *A*, *an*, or *and* preceding *con*, *com*, or *cog* may be expressed by a vertical or horizontal tick in place of the dot.

a complete and consider a competitor

CONTRACTIONS

11. A contraction is distinguished from a word sign as being composed of more than one stem, while a word sign is a single stem with or without hook, circle, or loop. A contraction expresses two or more of the principal consonants in a word, but, as the name implies, it does not express the sounds fully. The contractions are to express words of frequent occurrence which, if written in full from principle, would require very long or awkward outlines.

The directions for learning word signs as given in Lesson 4, are to be followed in learning contractions.

CONTRACTIONS

acknowledge

anything

become, became

disadvantage

familiar-ly-ity

highly

satisfactorily

peculiar-ly-ity

perpendicular-ly

refer-red

reference

represent-ed

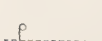
CONTRACTIONS—(Continued)

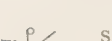
regular-ly-ity

irregular-ly-ity

knowledge

November, never

 satisfy-ied

 satisfactory

something

whatsoever

whensoever

 whencesoever

wheresoever

inform-ed

R AND L HOOK WORD SIGNS AND CONTRACTIONS

appear-ed

upper

practice

practical-ly

 practicable-y-ility

probable-y-ility

particular-ly

opportunity, pretty

member, remember

important

importance

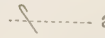
 in regard-to

in order-to

in reply

in respect-to

people

 apply

applicable-y-ility

R AND *L* HOOK WORD SIGNS AND CONTRACTIONS (Continued)

brother, number

dear

 doctor

 during

over

every, very

lawyer

mere, remark

near, nor

longer

younger

 care

 measure

 pleasure

we are

inquire-y

belong-ed

belief, believe-d

 able to

 deliver-ed-y

 angel

largely

call, equal-ly

difficult-y

value

real-ly

roll

 rule

 wealth-y

at least

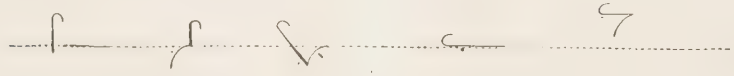
at last

LESSON 9

1. The *W* Hook.—A large initial hook on the circle side of straight stems indicates the sound of *w* immediately following the stem. The *W* hook is not used on curves.

twig twice twitch twist tweed twit

twitter dwell Pueblo quake quill



2. The *N* Hook.—A small final hook on the *R*-hook side of straight stems and on the inside of curves indicates *n*. A vowel placed after the stem is read between the stem and hook.

pen bean tin din chin gin vane thin

shun wen yen earn run cone cane pine

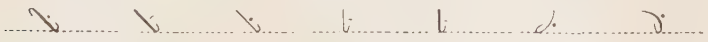
3. When *N* is followed by a final vowel and usually when two vowels come between *N* and the preceding consonant, the hook should not be used.

funny pony peony irony many canny

Olean ruin clarion scion alien galleon

4. The *F* and *V* Hook.—A small final hook on the circle side of straight stems, and a long, narrow hook, like an unclosed *Ster* loop, on the inside of curves expresses *F* or *V*.

brave buff pave tough duff shave wave



rave cave move nave cliff chief bluff

5. The *F* hook is not used when the word ends in a vowel sound; an additional syllable necessitates an additional stroke.

Duffy navy coffee bevy levy wavy

6. The *F* and *N* hooks are often used between stems, and occasionally a hook and circle are used together between stems, in which case the hook must be formed as distinctly as possible.

knavery devote beaver river cannon cover

discovery beginner dandy bank banjo bench

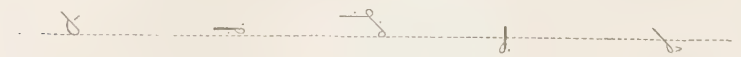
Spencer lonesome lancer cancer romancer

7. A circle or loop is added to the *N* hook on straight stems by turning it on the *N*-hook side. A circle is added

to the *F* hook, and to the *N* hook on curves, by forming it within the hook.

rains rinses veins thins dunce condenses

punster against expense danced pounced



moves raves knives loves craves carves

8. A final hook is read *before* the sound added by shortening or lengthening.

blunt bond fondness fund around

earned fond bunt dent dint amount

flounder fender wonder yonder asunder

N, *F*, AND *W* HOOK WORD SIGNS AND CONTRACTIONS

Pennsylvania

before

 but once

 between

 at hand, taken

consequent-ly

 expend-iture

quarter

 question

begin

N, *F*, AND *W* HOOK WORD SIGNS AND CONTRACTIONS (Continued)

at once

whatever

denominate-d-tion

differ-ed-ent-ence

 general-ly

 imagine-d-ary-ation

 gentlemen

 gentleman

 frequent-ly

 forgotten

 financial-ly

 thoughtful-ly

 within

 connect

consequence

 begun, again

 began

 some one, summon

 examine-d-ation

 independent-ly

 indispensable-y

 intelligent-ly

 intelligence

 opinion

 neglect

 negligent

 negligence

 notwithstanding

9. Phrasing.—The *W* hook adds *we* or *would.*

it would be which we can we

10. The *N* hook adds *not*, *own*, or *than.*

was not my own better than

greater than our own have not

11. The *F* hook adds *of*, *have*, or *ever.*

which of wherever whenever

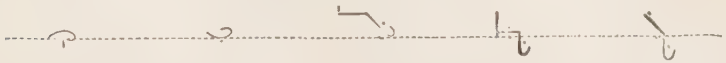
they have any of more of

LESSON 10

FINAL HOOKS FOR *TION* AND *TIVE*

1. **The *Tion* Hook.**—The sound expressed by the syllable *tion* in *motion*, *sion* in *session*, *cian* in *Grecian*, *shion* in *fashion*, etc. is represented by a large final hook on the circle side of straight stems and on the inside of curves.

motion nation occupation degradation habitation



exultation mansion session fermentation invention

2. **The *Eshon* Hook.**—When *tion* follows a circle it can be expressed by a small back hook called the *Eshon* hook.

position musician sensation physician decision

The vowel that comes between *s* and *tion* cannot be expressed, but there is usually no difficulty in reading the outlines, even though it is omitted.

The *Eshon* hook may be used after a loop as well as after a circle; as,

administration manifestation

3. Turning the circle on the *N*-hook side of any straight stem indicates *n* preceding *eshon*.

transition condensation dispensation organization

4. The *Tive* Hook.—The syllable *tive* is expressed by a large final hook on the *N*-hook side of *straight stems only.*

active captive defective combative operative

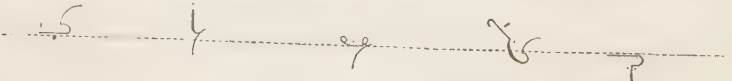
When *tive* follows a curve, it is expressed by shortening the curve and following it by the *V* stem, or it can be expressed by *T* with the *F* hook.

native motive ablative

5. The *Tion*, *Eshon*, and *Tive* hooks may be used between strokes, and the circle may be added to any of them by forming it distinctly within the hook. The past tense of a verb ending in *tion* may be expressed by shortening the preceding stem as in *occasioned* and *motioned* (see below); or, if preferred, it may be expressed by the *D* stem, either joined or disjoined.

The position of a word need not be changed by the addition of an affix. It is easier and more natural for the first part of the word to be written in exactly the usual manner, simply adding the stroke for the additional syllable, as in *sensational* and *activity.*

occasional conditional sensational provisional activity

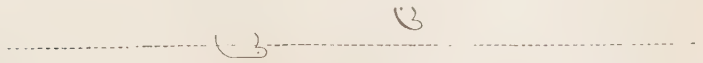


passionate occasioned motioned secessionist visionary

6. When *tion* contains the only consonants in a word, as *ocean*, it is obvious that the *Tion* hook cannot be used. The syllable is then expressed by *Ish* with the *N* hook.

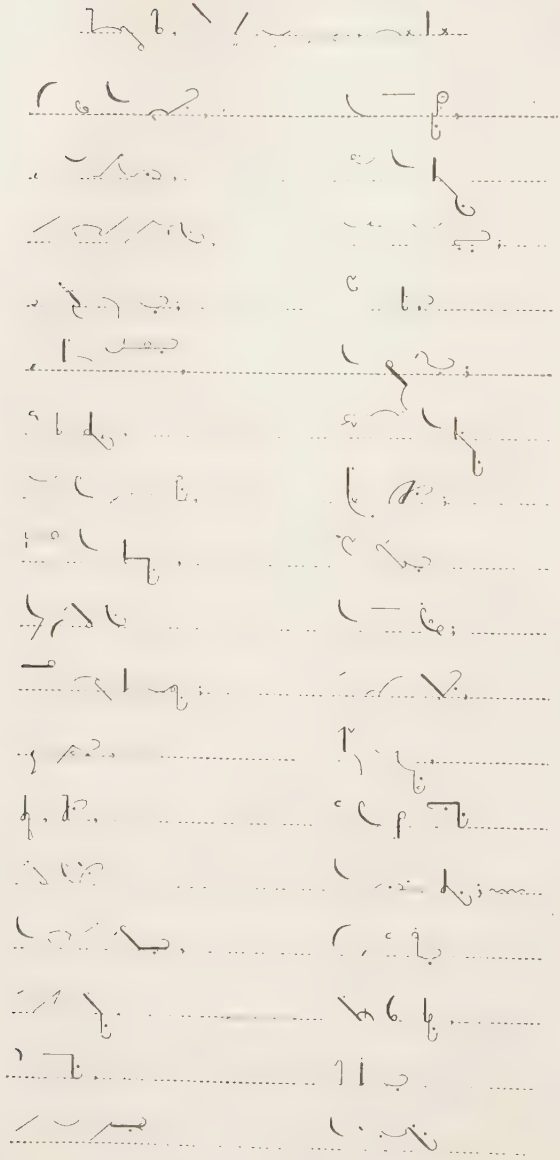
7. A half-length *S* for the syllable *ist* may be written upwards after the *Tion* hook in cases where it would be very inconvenient to write it downwards; as,

factionist visionist

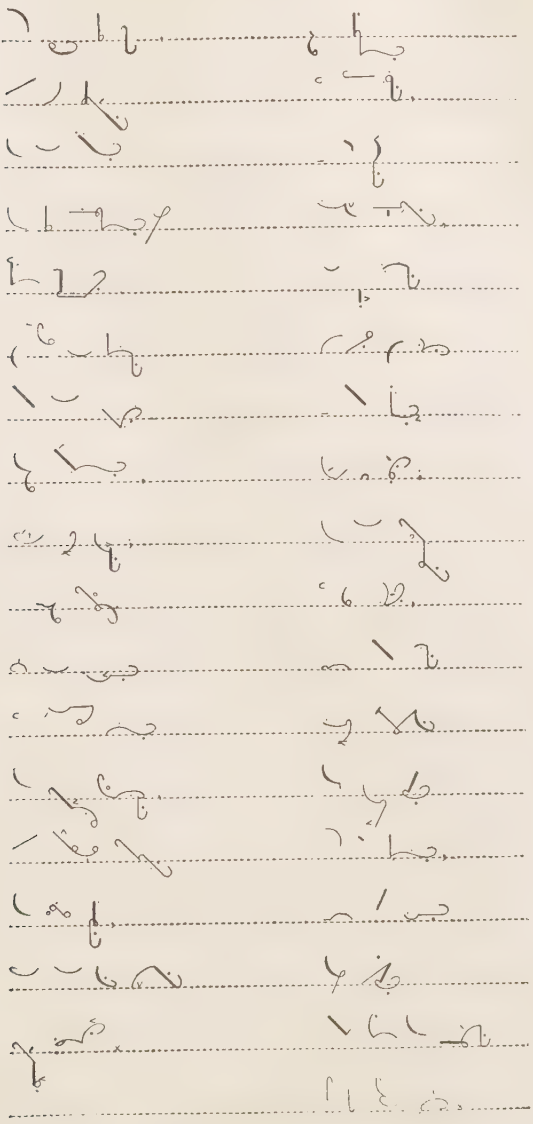


This exceptional method of writing *S* is necessary in only a very few words.

PRACTICE EXERCISE



PRACTICE EXERCISE—(Continued)



KEY TO PRACTICE EXERCISE

(*A Temperance Address, by J. N. Hume, M. D.*)

Ye friends of moderation,
Who think a reformation,
Or moral renovation,
Would benefit our nation;
Who deem intoxication,
With all its dissipation,
In every rank and station,
A cause of degradation,
Of which your observation
Gives ample demonstration;
Who see the ruination,
Distrust, and desolation,
The open violation
Of moral obligation,
The wretched habitation,
Without accommodation,
Or any regulation
For common sustentation,
A scene of deprivation
Unequaled in creation;
The frequent desecration
Of Sabbath ordination;
The crime of depredation,
Defying legislation;
The awful profanation
Of common conversation;
The mental aberration,
The dire infatuation,
With every sad gradation
Of maniac desperation;
Ye who with consternation
Behold this devastation,
And utter condemnation
Of all inebriation,
Why sanction its duration,
Or show disapprobation
Of any combination
For its extermination?
We deem a declaration
That offers no temptation
By any palliation
Of this abomination,
The only sure foundation;
And under this persuasion
Hold no communication
With noxious emanation
Of brewers' fermentation
Or poisonous preparation
Of spirits distillation,
Nor any vain libation
Producing stimulation.
To this determination
We call consideration,
And without hesitation
Invite cooperation,
Not doubting imitation
Will raise your estimation
And by continuation
Afford you consolation;
For in participation
With this association,
You may by meditation
Insure the preservation
Of a future generation
From all contamination,
And may each indication
Of such regeneration
Be the theme of exultation
Till its final consummation.

LESSON 11

PREFIXES

1. *Accom* is indicated by *K* connected, or disjoined and written over the rest of the outline.

accommodation accompany accomplice

2. *Ante, anti,* by a half length *N.*

antecedent anticipation antedate

3. *Circum, self,* by the *Iss* circle written beside or above the following stem and in second position.

circumvent self-made circumference circumstance

4. *Con, com, cum, cog,* by a dot at the beginning of the first stem.

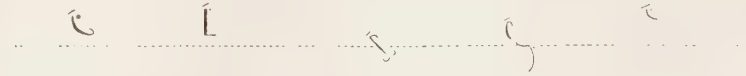
contrary compose cumbersome cog-wheel cognate

5. Where *con, com, cum,* or *cog* appears in the middle of a word, the stems preceding and following it are disconnected and written close together.

decomposed discomfort discommode recommend

6. *Contra, contro, counter*, by a disjoined tick in the direction of *P, Ch*, or *Ray*.

contravene contradict counterbalance controversy counterfeit



7. *For*, by *F*, as the first stem.

forbid forgive forward

8. *Fore*, by *F* with the *R* hook.

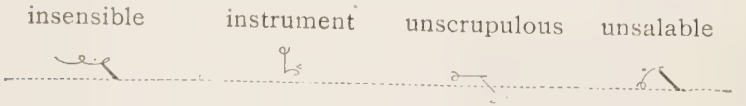
foreman foremost forestall foreseen

9. *In, un*, by the *N* stem.

inability incentive unbelief unbolt

10. *Ins, uns*, by the *N* stem and *Iss* circle, or by a back hook called the *In* hook preceding the *Iss* circle when the stem will not readily join.

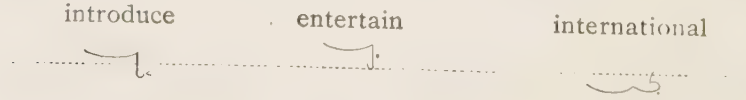
insensible instrument unscrupulous unsalable



11. *Inter, enter, intro*, by a double-length *N*.

interstice intervention interweave

introduce entertain international



12. *Magni, magna*, by *M* disjoined.

magnesia magnificent magnitude magnanimous

13. *There*, by the *Ray* stem, which can sometimes be given a greater or less degree of slant in order that the remaining part of the outline may fall in position.

thereafter thereby thereupon

AFFIXES

14. *Ble, bly*, may be expressed by *B* when *B* with the *L* hook will not join readily.

restrainable profitably

15. *Bleness*, by *B* with the *L* hook and the *Iss* circle. The hook may be omitted where it will not conveniently join.

seasonableness teachableness

16. *Ed* may be expressed by a half-length *T* or *D* disjoined, when not convenient to express it in any other way.

tidied imitated

17. *For, fore*, by *F*.

therefore wherefore

18. *Fulness*, by a disjoined *F* with the *L* hook and *Iss* circle.

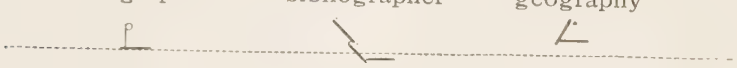
thankfulness youthfulness skilfulness

19. *Ful*, *fully*, by the *F* hook, as in *careful*, *thankful*, or by the *F* stem, with or without the *L* hook according to convenience in joining.

successful thankful careful needful

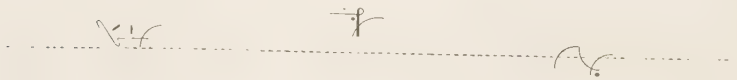
20. *Graphy*, *grapher*, by *Gay* with the *R* hook or *Gay* alone if the hooked stem will not readily join.

stenographer bibliographer geography



21. *Ingly*, by intersecting.

provokingly exceedingly laughingly



22. *Ility*, *ality*, *arity*, by disjoining the consonant preceding that syllable.

formality popularity prosperity

23. *Logy*, *logical*, by *J* disjoined.

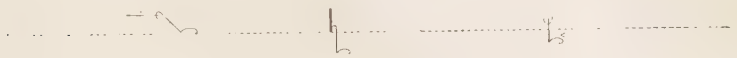
zoology mineralogy doxology physiological

24. *Lessness*, by a disjoined *Ses* circle.

thoughtlessness carelessness thanklessness boundlessness

25. *Ment*, *mental*, *mentality*, by a half length *M* with the *N* hook.

experimental detriment instrumentality



26. *Ship*, by *Ish* either joined or disjoined.

penmanship friendship scholarship

27. *Self*, by the *Iss* circle.

myself itself himself

28. *Selves*, by a large circle.

themselves yourselves ourselves

29. *Soever*, by *Iss-V*.

whensoever whomsoever howsoever

30. *Ential*, *antial*, by *Sh* following an *N* hook.

substantial confidential prudential

LESSON 12

WORDS SPECIALLY DISTINGUISHED

1. Even the most careful shorthand writer will find that there are a few words which, when written in the natural way from principle, are alike in form, and their meanings such that the unvocalized outlines cannot be distinguished by the context, but one could be substituted for another and, while causing a decided change in the meaning, it would not appear to destroy the sense.

Mistakes in transcripts arising from this cause can be guarded against by the stenographer who will take the trouble to provide distinctive forms for words whose meanings clash. This is usually done in one of the following ways:

(*a*) By a difference in position. For instance, *fix* and *affix* both belong in first position, but by allowing *affix* to take the position of its first vowel instead of its accented vowel, distinctive outlines are secured.

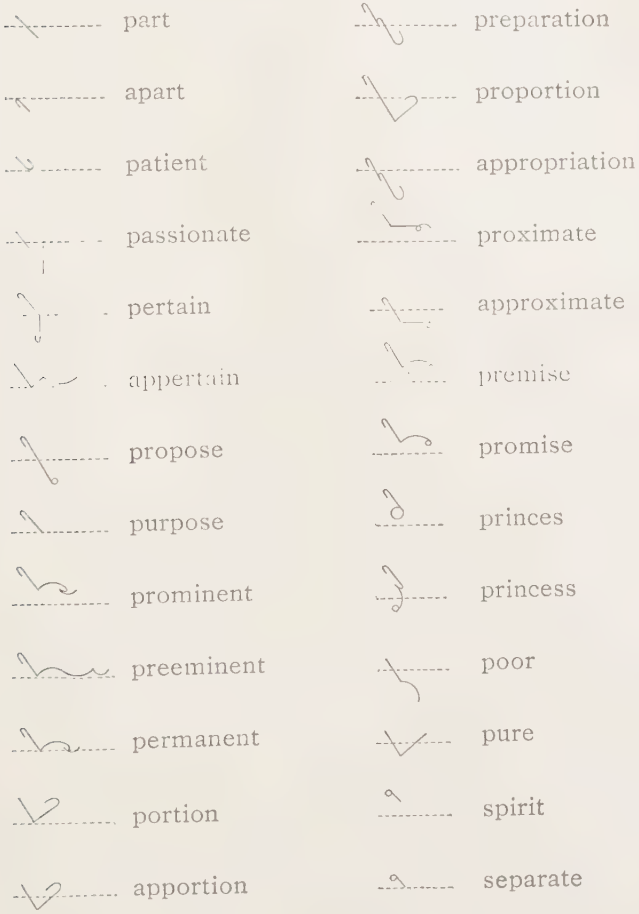
(*b*) By vowel insertion. *Jar* and *ajar*, *judge* and *adjudge* can best be distinguished by inserting the initial vowel in *ajar* and *adjudge*.

(*c*) By different outlines. *Amount* and *account* are naturally written *Mnt* and *Knt*, respectively, but if hurriedly made, as they must often be in rapid work, they are apt to look so much alike that one could very easily be read in place of the other. For safety, the longer outline, *K* followed by a half-length *N*, should be used for *account*.

2. It is not to be understood that the following list takes in all the words whose meanings might sometimes clash, though it does contain the most common words of this class and will doubtless save the student trouble at some time in

his stenographic career. Though there may occasionally be found other words that for safety need to be distinguished, the stenographer who is a careful observer and conscientious student will, in deciding on the outlines for such words, make use of one of the modes of distinction just presented and not allow the same mistake to occur a second time.

WORDS SPECIALLY DISTINGUISHED



WORDS SPECIALLY DISTINGUISHED—(Continued)

support

sport

special-ly

especial-ly

opposition

position

apposition

broad

abroad

attainable

tenable

contractor

trader

traitor

at least

at last

deceased

diseased

idol

ideal

administrate

demonstrate

administration

demonstration

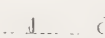
defer

defray

did not

didn't

do not

 don't

January

June

WORDS SPECIALLY DISTINGUISHED—(Continued)

judge

adjudge

join

 adjoin

 account

 amount

could not

 couldn't

 custom

accustom

fix

affix

favored

favorite

few

 half

valuable

available

vocation

avocation

vow

 avow

 have not

haven't

atheist

theist

atheism

theism

earnest

erroneous

around

 round

WORDS SPECIALLY DISTINGUISHED—(Continued)

3. Proper Names.—Proper names do not need to be written in longhand, as many stenographers make a practice of doing, but they do need to be written with care, and usually to be vocalized. A name that is so familiar that there is no danger of getting it wrong need not be vocalized, and as a usual thing, if the same name comes several times in one dictation, it is sufficient to vocalize it the first time it appears. Whenever there is any doubt as to the correct spelling, it must be ascertained, either at the time of taking the notes or later.

LESSON 13

1. Omission of Consonants.—A consonant that is but slightly sounded may be omitted when its omission will avoid an inconvenient outline. The words in which consonants need to be omitted can be divided into the following classes:

(*a*) When *st* comes in the middle of a word in such a way that the loop cannot conveniently be used, it is usually safe to omit the *T*.

mostly postal domestic justify testimony

(*b*) When *P* comes between *M* and another consonant, it may usually be omitted.

temptation pumpkin consumption tempt dumped sympathy

(*c*) In words beginning with *trans*, the *N* hook may be omitted.

transfer transaction transcribe transgress

(*d*) *R* may be omitted when *Iss-Kr* or *Iss-Gr* follows *P*, *B*, *T*, or *D*.

disgrace prescribe subscribe disagreement

(*e*) In a few cases *Sh* may be expressed by *S*.

accomplishment sufficient efficient negotiate

(*f*) A hook preceding the syllable *ment* is often omitted when its use would prove awkward.

improvement attainment assignment achievement

(*g*) *K* may frequently be omitted, particularly in long outlines.

obstruction abstraction doctrine satisfaction

explain junction distinct workmanship

2. The reporter may omit any consonant that would not endanger legibility, but the student will do better to confine the omission of consonants to the foregoing classes of words. It is not always safe to strain after brief forms.

3. WORD SIGNS AND CONTRACTIONS

apprehend-ed

apprehensive-ly-sion

comprehend-ed

comprehensive-ly-sion

experience

defendant

delinquent

Junior

suggestion

suggestive-ly

WORD SIGNS AND CONTRACTIONS—(Continued)

perfect-ly-tion

perform

performance

possible-y

preservation

principal-ple

privilege

September

surprise

express

objection

objective-ly

superintend-ent

bank-rupt-ruptcy

brethren

brother in law

February

worthy

United States

universe

architect-ure

collect

correct

character

characteristic

accord-ing-to

in accordance with

engage-d

executrix

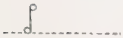
govern

government

governor

WORD SIGNS AND CONTRACTIONS—(Continued)

observation

 circumstance

circumstantial

extraordinary

administratrix

danger

December

nevertheless

significant

 signify, signature

San Francisco

manufacture-tory

manufacturer

somewhat

Mass.

memoranda

memorandum

republic

republican

respectful-ly

responsible-ly-bility

Rev.

 revolution

LESSON 14

DISJOINED SEMICIRCLES—OMISSION OF WORDS PHRASING

1. Disjoined Semicircles for *Y* and *W*.—In the few cases in which *Y* and *W* occur in the middle of a word in such a way that it is difficult to join either the semicircle or stem, it is possible to express the *Y* or *W*, together with the vowel immediately following it, by a disjoined semicircle which is placed in the position of the vowel, the *W* semicircle opening to the right to indicate that it is followed by a dot vowel, and to the left to indicate that it is followed by a dash vowel; the *Y* semicircle opening upwards for a dot and downwards for a dash. It is possible to shade the semicircle to indicate that a vowel is long, but it is seldom necessary or practical to do so.

Epworth Brunswick Penn Yan vineyard barnyard

2. *Of the* Omitted.—The common practice with many stenographers is to omit the words *of the* and indicate them by placing very close together the words between which the clause occurs; as,

cause (of the) delay day (of the) week close (of the) day

most (of the) people importance (of the) subject

Munson says of this: "The practice is not a safe one, especially in writing technical or difficult matter; but it is well to be possessed of the expedient, as it is sometimes useful in very rapid work."

3. ***To* Omitted.**—*To* may be indicated by writing the following word entirely below the line in what is called *fourth position.* This expedient may not be used when *to* is followed by a word in third position whose outline is composed entirely of horizontal or shortened stems.

(to) it (to) do (to) become (to) you (to) understand

4. When a word is clearly supplied by the context, it may be omitted and the preceding and following words joined in a phrase sign.

again (and) again over (and) over more (or) less

hand (in) hand point (of) view in point (of) fact

party (of the) first part party (of the) second part

matter (of) fact bill (of) lading bill (of) sale

5. *Have* may be omitted when it precedes *been* or *done.*

should (have) done shall (have) been should not (have) been

could (have) been could (have) done could not (have) been

6. In such expressions as *from time to time*, *from day to day*, the words *from* and *to* may be omitted and their omission indicated by writing close together the forms of the repeated word.

(from) time (to) time (from) day (to) day (from) man (to) man

(from) place (to) place (from) hour (to) hour (from) city (to) city

7. Phrase Writing.—The preceding lessons have presented the word-building principles of shorthand and they have also shown how these principles may be applied to the joining or blending of words in phrases. Groups of words that are so common as to occur many times in an hour's dictation are usually spoken very rapidly and must be written with corresponding rapidity. The student who has studied carefully has already learned to write many of these words in groups, and it is well that these common phrases be learned early, for in the stress of rapid dictation when there is the greatest need of brevity, the way that was first learned comes most naturally to the mind.

Up to this point, however, it is not expected of the student that he give a great deal of thought to the principles of making phrases, for his mind has been too busily occupied in learning the principles of abbreviation as applied to words to be able to carry them further and apply them to groups of words. Phrasing to any great extent must necessarily be the last thing taken up, and many times the beginner needs to be cautioned against phrasing too much rather than

against phrasing too little, for he has not yet learned to exercise judgment in joining words, and in the language of Benn Pitman, "The mere desultory stringing of words together is not phrasing." The correct joining of words comes under clearly defined rules, and with these rules judiciously applied, the number of useful phrases that can be made is almost unlimited. The ambitious stenographer can study phrasing profitably long after he has attained amanuensis or even reporting speed.

It should be understood in the first place that words are not joined merely because it is convenient to join them, but because they belong together in a phrase or clause. Words that have no grammatical relation should certainly never be joined; a shorthand phrase is not a good one unless it "follows the groupings of natural speech." On the other hand, words cannot always be connected even though they may be grammatically related, for an inconvenient or practically impossible joining, as in the phrase *do not care*, would not increase speed but rather lessen it, thus defeating its own purpose.

Phrase signs of inconvenient length should be avoided. Some would carry the hand too far above or below the line, making too great a distance for the pen to move before commencing the next word, besides which there would be the danger of their interfering with the writing on the preceding or following line. Too long a character in any direction—upwards, downwards, or horizontally—is not easy of execution and the better way is to break up a long phrase into two or three groups. It is seldom a good plan to form a phrase consisting of more than half a dozen words, and more often phrases should consist of not more than three or four words.

The Examination Paper for this lesson is simply a review of the phrasing principles presented in preceding lessons, and if the articles referred to are carefully studied there will be little difficulty in writing the exercises.

TYPEWRITING

(PART 1)

MACHINES, KEYBOARDS, AND OPERATION

INTRODUCTION

1. The art of **typewriting** is easily learned, though many never become expert operators for the reason that they use only one or two fingers of each hand in striking the keys. Typewriting, like everything worth learning, is worth learning well; to become expert, a scientific method of fingering must be adopted and all the fingers trained to their work. The exercises given in this Section are designed for this training, and should be practiced faithfully in their regular order. A learner should devote some time each day to practice, especially on the exercises that train the weak fingers, and should not attempt to write letters until the fingers have acquired some facility. This will be a saving of time in the end.

In typewriting, accuracy and neatness are of more importance than speed. It should, therefore, be the aim to do correct work; speed will come in due time with proper practice in fingering the keyboard.

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CARE AND USE OF MACHINES

2. There are a number of excellent typewriters on the market. The standard machines are being constantly

improved, and each has its admirers. As full directions are given with all machines for adjusting and using, no extended explanation of the mechanism of any machine is necessary

in these lessons. Usually, a machine is properly adjusted when it leaves the hands of the manufacturer; these adjustments should not be changed without good reason. Much of the trouble experienced with typewriters is caused by unskilful hands.

The first and most important thing for a typewriter operator to learn is to keep his machine clean; a clean machine will last longer and do better work than a dirty one. Oil should be used sparingly but regularly, so that the machine

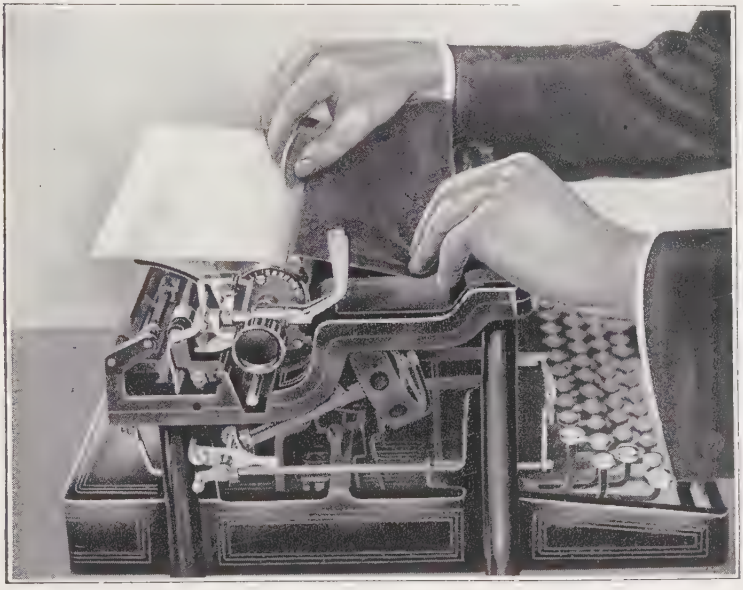


FIG. 2

will not become rusty or the bearings dry enough to squeak. The bearings of the type bars should be oiled very lightly by dipping a pin, a fine straw or a splinter in the oil and merely moistening them. The rods and other bearing parts should be kept polished and all surplus oil wiped off with a soft rag or piece of chamois skin. Surplus oil that is allowed to remain is likely to become gummy and to cause some part of the machine to stick. Neither the keys nor the type faces should be oiled.

Nothing is more harmful to a typewriter than to be left so that dust can settle on it. A cover should always be placed over it when not in use.

The type should be brushed every morning, and oftener if necessary. New ribbons fill the type very quickly, especially the letters with small faces like e, o, a, c, etc. This should be watched closely, and the type not allowed to get so tightly packed with the ink pigment that it must be picked out with a pin.

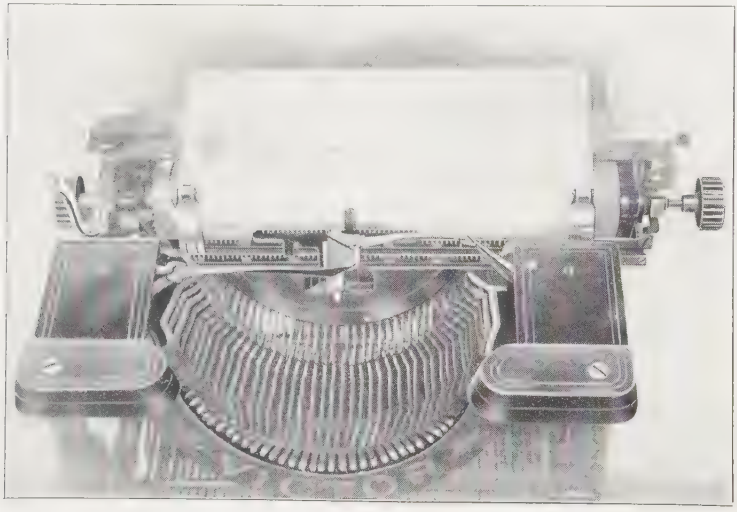


Fig. 3

Fig. 1 shows how the paper is placed in a typewriter. Almost any size of paper may be used, but the most convenient size for letters is $8\frac{1}{2}$ by 11 inches; for law work, the size is $8\frac{1}{2}$ by 13 inches, and usually a wide margin at the left and a narrow margin at the right are ruled off by red lines.

Erasures should be avoided as much as possible, but when they are necessary, they should be made neatly. With most typewriters, it is better, when erasing, to roll the line of writing up a little, as shown in Fig. 2. The paper should not be taken from the machine unless there is considerable erasing to do. In case it is necessary to do this, the paper is replaced

so that the extreme left edge of the writing is directly over zero, or the figure of the scale at which the left marginal stop has been set, and the lower edge of the last line of writing rests against the scale. The adjusting of the paper will be much easier if the release key is pressed. If the machine has the small paper and envelope holders at the front of the roller, it may be advisable to lift these temporarily.

Fig. 3 shows how the paper may be adjusted and an omitted letter inserted. With some of the older styles of writing machines, many of which are still in use, it is necessary, after drawing the line down to the scale, to move the roller up two notches to get the writing in line for printing.

TYPEWRITER KEYBOARDS

3. Keyboards of typewriters are of two general kinds: those with shift keys and those without. On machines that do not have shift keys, there is but one letter or character on each type bar, so that when a key is struck the letter or character on its face is produced; no other can be made. This style of keyboard is known as the **double keyboard** from the fact that there are separate keys for both capitals and lower-case letters. ("Lower case" is a printer's term for letters that are not capitals.) There are at present comparatively few machines with double keyboards. On machines with shift keys, the type bars have two or more letters or characters on each, and by pressing the shift key the carriage is "shifted" from one position to another so that the different characters on the bar will strike the paper. Most machines of the shift-key class have only one shift and but two characters on a type bar; but for the sake of convenience a shift key is placed on each side of the keyboard. A letter key strikes the small letter and the capital. When the carriage is in its usual, or normal, position, the small letter will be produced; when the shift key is depressed, the carriage is shifted to "upper case" (a printer's term for capitals), and the capital letter will be produced. This style of keyboard

is known as the **single keyboard** and is adopted by more typewriter manufacturers than any other arrangement.

On a 2-shift keyboard, one shift key is depressed for capitals and the other for figures or other characters, there being three characters on each type bar. Such machines usually have both shift keys on the left side.

Universal Arrangement.—It will be seen, from a comparison of the keyboards of different high-grade typewriters, that there is no great difference in the arrangement of the letters, the double keyboard being almost a repetition of the single. Only in the distribution of the figures and characters is there much difference. The beginner could make better progress at the outset if the letter keys were in the usual a b c order, but it will be found, after a very little practice, that the seemingly complex arrangement with e next to r, t next to y, etc., promotes rapid writing. This arrangement of the letters is known as the **universal,** and such a keyboard is more quickly mastered than at first appears possible.

The instruction given here as to the method of operation will apply particularly to the operation of the universal single keyboard; when this is properly learned there will be no great difficulty in using other keyboards, should it ever be necessary to do so. As most machines are now equipped with the universal single keyboard, it is unlikely that a radical change will ever be made. If a machine with extra keys at the top or sides of the keyboard is used, the method of operation will be the same, but there will be longer reaches and the fourth fingers will have more work.

It is sometimes the case that an operator accustomed to one machine finds a little difficulty in operating another, even of the same make and keyboard; this difficulty will become less with practice on the new machine, and will soon disappear altogether.

In referring to fingers in these lessons, the finger called by many "the little finger" will be referred to as the fourth finger, the one next to it as the third finger, and so on.

KEYBOARD OPERATION

POSITION

4. An operator should sit directly in front of his machine,

FIG. 4

with both feet on the floor. The chair should be so adjusted that the elbows will be on a level with the highest part

of the keyboard. The proper position is shown in Fig. 4. A chair without arms is best. The copy may be placed at either the right or left of the machine, but it is best to have it always in the same position, as the eyes become accustomed to looking there; this will be found an aid to rapid work.

The proper position for the hands and fingers is shown in Fig. 5. The left fourth finger is over A, resting on it as

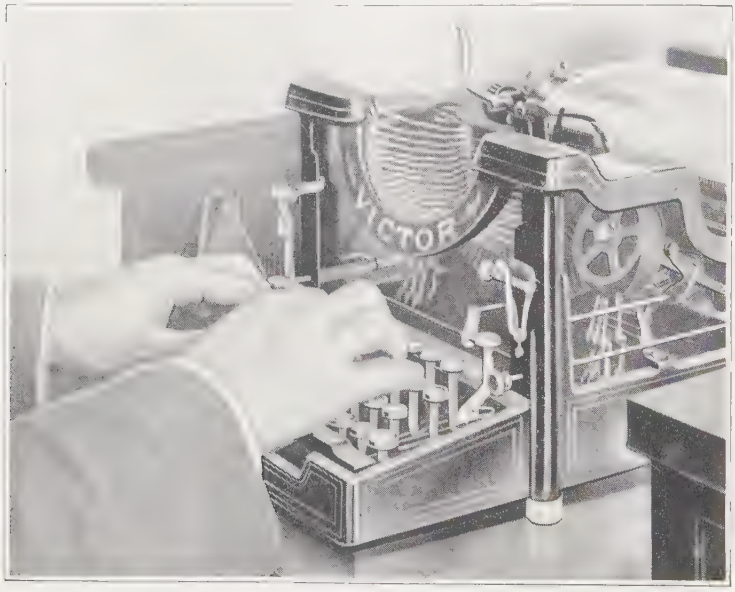


Fig. 5

much of the time as possible; the right fourth finger is over P, resting there except when drawn away in reaching for other keys. The two fourth fingers should return to these guides during pauses. By using these two keys as guide points, the hands and fingers will soon become habituated to the relative position of other keys and will be able to make the reaches with remarkable speed and accuracy. The right thumb should rest lightly on the space bar. No particular keys need be specified as resting places for the first, second,

and third fingers; with the left fourth finger hovering over A when not otherwise employed, and the right fourth finger hovering over P, the other fingers may be dropped naturally on the keys under them.

FINGER MOVEMENT

5. The most important thing in learning to operate a typewriter is to acquire the proper method of striking the keys. A beginner will find it good practice to place the fingers on a table or desk in the position shown in Fig. 6, then raise the first fingers, as shown in Fig. 7, and bring them down sharply on the desk. This should be repeated twenty times with the first fingers, then the same movements gone through with the second and third, and finally with the fourth fingers. If this exercise is practiced several times a day for a month, the fingers will be strengthened and much of the awkwardness overcome. This is especially important for those whose fingers are unusually stiff.

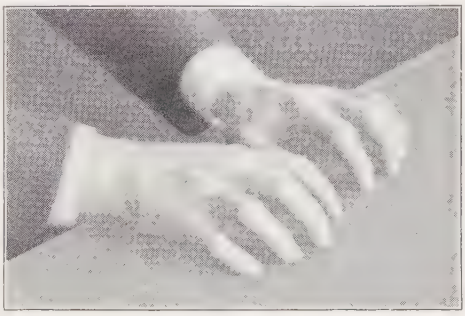


Fig. 6

Fig. 7

The keys should be struck by the combined action of the fingers and wrist. The hands should be kept as close as possible to the keyboard and lifted only when it is necessary to reach for keys, and then only enough for the fingers to reach the proper keys. The stroke should be light and quick—a sharp tap and the finger immediately taken off

the key; if the key is pressed after the type has touched the paper, the letter will be blurred. It is a common fault of beginners to use too much force, and some pound so hard that they batter the type faces and soon ruin the roller, or platen. Punctuation marks, especially, need to be struck lightly. In practicing, it is well to put two sheets of paper in the machine in order to protect the roller. If the roller becomes dented by using too much force in striking the keys, the machine will not do good work. The reverse side of the paper should be glanced at occasionally; if the punctuation marks cut through, it is an indication that too much force is used in striking the keys.

ALL-FINGER SYSTEM OF TOUCH TYPEWRITING

6. It is generally conceded that the **all-finger system of touch typewriting** is the most practical and the only scientific one. By *touch typewriting* is meant writing without looking at the keys. Some years ago the foremost teachers conceived the idea that the typewriter operator should, like the musician, master a system by which the fingers would find the keys without the aid of the eyes. The idea was sound, and scientific instruction has taken the place of former inefficient methods.

As might be expected, however, this system has been carried to extremes, and some advocate the blindfolding of beginners, or the covering of the keyboard so that the letters cannot be seen; this does not seem necessary or even desirable, except possibly for an exhibition of skill. Touch typewriting should be the result of the proper system of fingering. The beginner should learn the duty of each finger and train it to its duty. As the fingers become familiar with their work, the eyes should look away from the keyboard and at the diagram at the top of the exercise for guidance in finding the right letters. The exercises have been arranged so that this training will be easy and gradual.

It is the natural tendency for a beginner to keep his eyes on the keyboard all the time. It requires perseverance to

overcome this, but it is imperative that as soon as the fingers become accustomed to their work the eyes be turned on the exercise, allowing the fingers to find the letters by feeling rather than by sight. This will not be easy at first, but it is the superior method, and with proper training the fingers will become as true as the eyes. An operator cannot become an expert until he is able to do nearly all ordinary work with but occasional glances at the keys, and when he is able to keep up steady work he has all that is practical in touch typewriting. The beginner should, from the first to the last exercise,

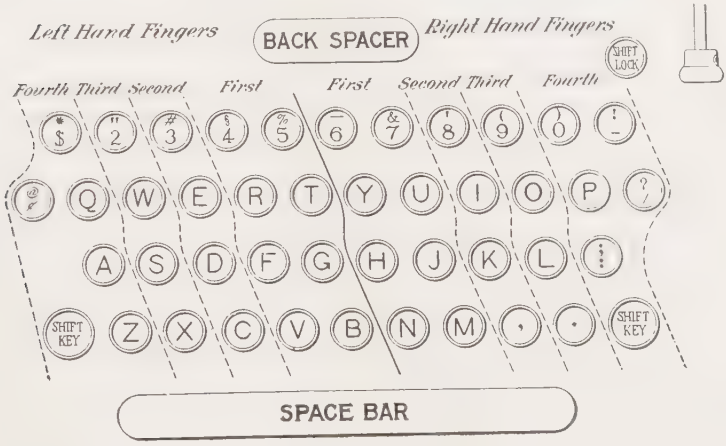


Fig. 8

practice looking away from the keys. This is an important factor in developing speed and should not be neglected.

Fig. 8 shows the all-finger system of fingering as applied to the single keyboard for which these lessons are particularly designed. This keyboard is just a little different from other arrangements of keys in single keyboards. For example, the comma and period are on keys to themselves, which makes it possible to use them without shifting, whether the operator is writing capital letters or lower-case letters. There is also a special but very convenient arrangement of the keys for printing the commercial characters.

In operating this keyboard the left fourth finger is used for $, ¢, Q, A, Z, and the left shift key; the left third finger for 2, W, S, and X; the left second finger for 3, E, D, and C; the left first finger for 4, R, F, and V, and 5, T, G, and B.

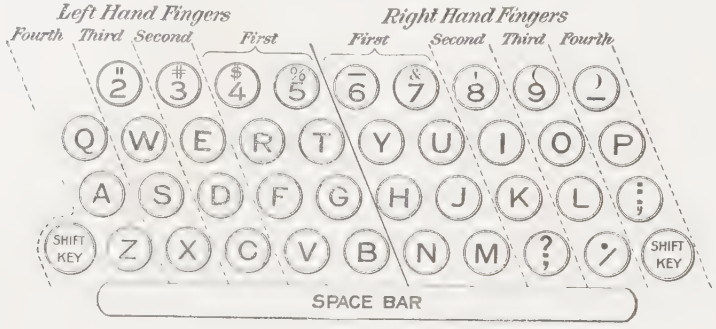


Fig. 9

On the right-hand side, the first finger is used for 6, Y, H, and N, and 7, U, J, and M; the second finger for 8, I, K, and the comma; the third finger for 9, O, L, and the period; the fourth finger for the cipher 0, the hyphen, P, the slanting line used for the division mark in fractions, and the semicolon. If the right-hand shift key is used at all, it should be operated by the fourth finger of the right hand.

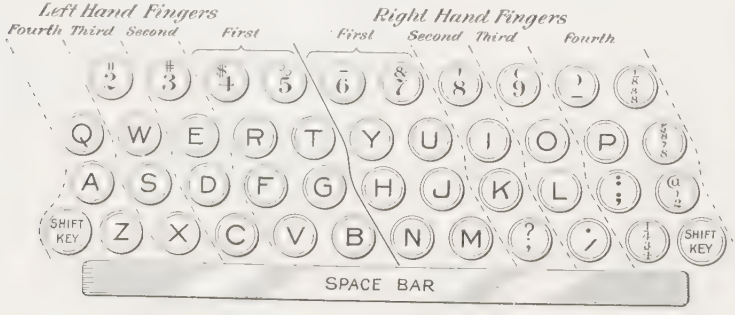


Fig. 10

This system of fingering applies, with very little change, to all universal keyboards. The diagram in Fig. 9 shows how it is applied to another standard keyboard that will be

found on many typewriters, particularly on older models. It will be observed that the fingering is the same as that

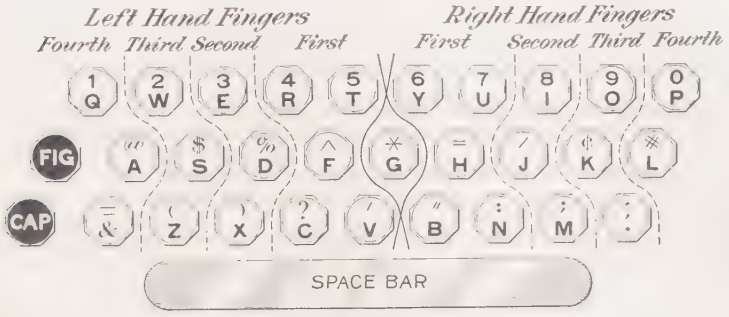


Fig. 11

shown in Fig. 8 except that in Fig. 8 the fourth fingers have a little more work to do.

Fig. 10 shows still another slightly different arrangement of the keys of the single keyboard. In this case, the fingering is the same as indicated in Fig. 9 except that the fourth finger of the right hand has an additional row of keys to operate. As, however, this extra row is used very little in ordinary

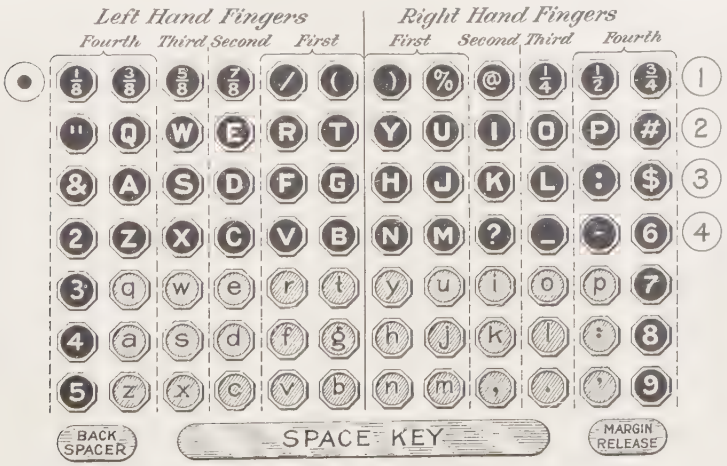


Fig. 12

typewriting, the additional work given to the fourth finger does not amount to much.

Fig. 11 shows the all-finger system as applied to a 2-shift keyboard, and Fig. 12 shows its application to a double keyboard. These various diagrams are sufficient to indicate how the work should be divided among the various fingers if the operator has to occasionally use a machine with extra commercial characters or one that has a slightly different arrangement of the commercial characters.

Not much difficulty will be found in using the first and the second fingers; they are strong, and though they may be a little awkward at first, training will soon make them dexterous. The third and fourth fingers, however, unless the person is a musician, need considerable training; the finger drill already described and illustrated should be practiced persistently until these fingers are capable of doing almost as much work as the two stronger ones. The beginner should not make the mistake of shirking the use of the two weaker fingers, for if the attempt is made to use the two stronger fingers exclusively at the outset, there will be a tendency to neglect the training of the others; and there is no question about the superiority of the all-finger method of operating over any system that employs only one or two fingers of each hand.

Before the first lesson is taken up, Fig. 8 should be studied until the arrangement of the letters is familiar and the duty of each finger fully understood.

THE LESSONS

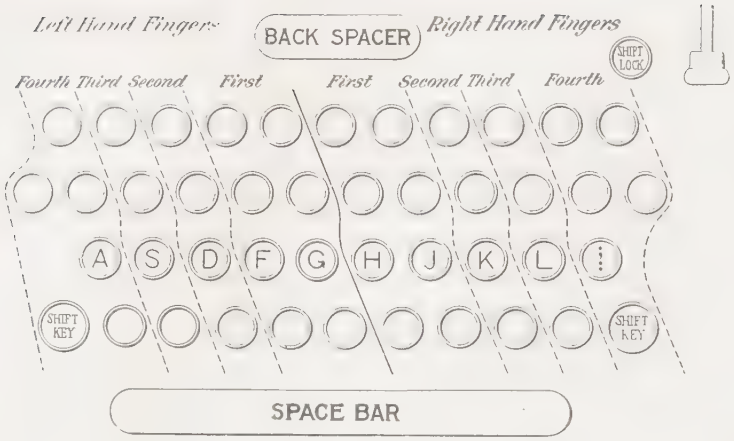
7. Each of the following lessons should be taken up in its order and practiced faithfully according to directions. After completing the work in Lesson 1, send us, for inspection, Examination Exercise 1. Do not send more than one examination exercise at a time, and ordinarily it is better not to send Examination Exercise 2 until Examination Exercise 1 has been returned by us. After finishing the work on Lesson 2 and noting any suggestions we have made on Examination Exercise 1, send us Examination Exercise 2. Follow this plan with Lessons 3 and 4.

LESSON 1

8. Place a sheet of paper in the machine and set the line gauge for single spacing, that is, so that the roller will move one notch when the line lever is pulled. In double spacing, the roller moves two notches with each pull of the lever. Most typewriters have line gauges for single, double, and triple spacing. After each two lines of the exercise, push the lever twice so as to leave a space before beginning the next two. Use only one hand for operating the line lever and returning the carriage to the end of the line.

Exercise 1 has been arranged with the sole object of teaching the correct fingering of the third row of keys. In practicing it, let the right fourth finger rest on the semicolon and the left fourth finger on A. The keys that are to be operated by the different fingers should be noted very carefully. On the left-hand side, A is to be struck by the fourth finger; S, by the third; D, by the second; and F and G, by the first. On the right-hand side, H and J are to be struck by the first finger; K, by the second; L, by the third; and the semicolon, by the fourth. The space bar is to be operated

EXERCISE 1



as as as

by the right thumb; a finger should never be used for this purpose, for the use of a finger draws the hand away from its proper position, which is that of hovering over the keys.

The wrists should be kept level and the keys struck with a quick, light tap, and the finger withdrawn immediately—before the type reaches the paper. The writing should be inspected frequently to see that the keys are being struck evenly and with just the right amount of force.

It will be a help to the memorizing of the keyboard if the letters are pronounced as the keys are struck, and it would be well to do this in practicing the exercises of this lesson. In practicing Exercise 1, do not write so far to the end of the line that there will be room for only part of a word. For example, if there is not room for the five letters of *shall*, do not divide it or write only part of it.

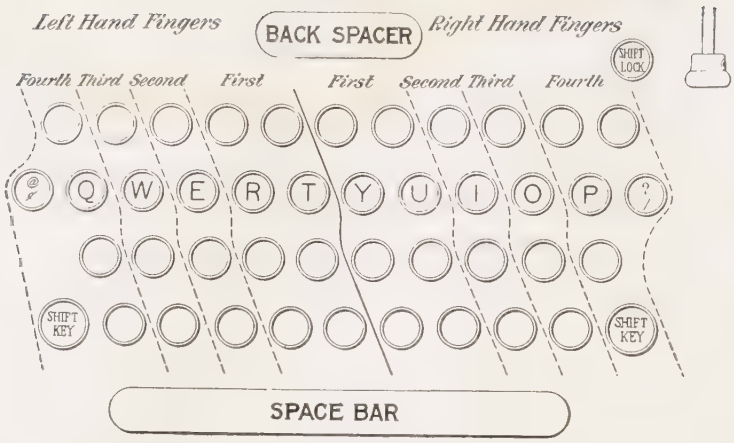
Practice Exercise 1 until the fingering of the keys has been mastered; then take the eyes from the keyboard and write it at least two or three times with the eyes fixed on the diagram of the keyboard at the top of the exercise. Strive to do as good work as possible, but if errors are made do not erase them. Do not forget to strike the space bar twice between the groups of three words in the last two lines of the exercise.

Exercise 2 is entirely on the second row of keys, and no others should be practiced. On the left-hand side, ✓ and Q are operated by the left fourth finger; W, by the third; E, by the second; and R and T, by the first. On the right-hand side, Y and U are operated by the first finger; I, by the second; O, by the third; and P and ?, by the fourth.

Practice the exercise until the weak fingers respond to the will and the fingering for each word and group of letters has been mastered; then look away from the keyboard and write the exercise several times by feeling for the keys.

In Exercise 3, the practice is on both the second and the third rows of keys. This gives a better range to the fingers and makes the work a little more interesting. From now on, let the right fourth finger rest lightly on P as much as possible, and the left fourth finger on A.

EXERCISE 2



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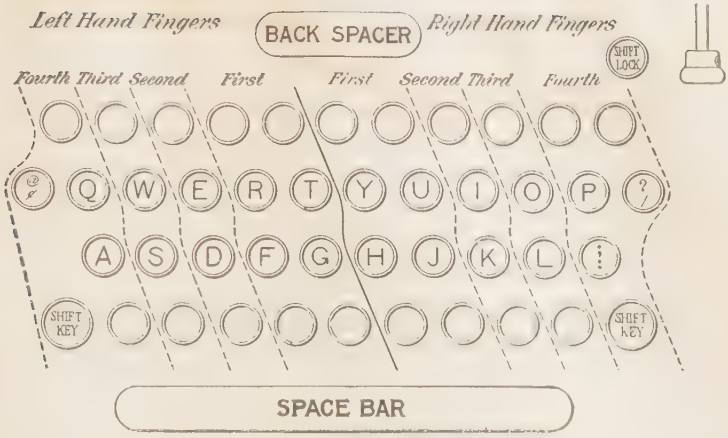
EXERCISE 3


Left Hand Fingers
BACK SPACER
Right Hand Fingers
SHIFT LOCK
Fourth Third Second First First Second Third Fourth
Q W E R T Y U I O P
A S D F G H J K L
SHIFT KEY
SHIFT KEY
SPACE BAR

asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh
¢qwert /poiuy ¢qwert /poiuy ¢qwert /poiuy ¢qwert /poiuy ¢qwert /poiuy.

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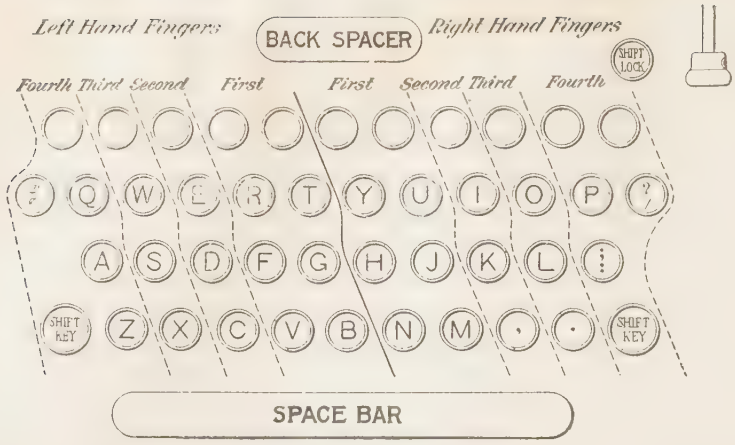
great lights see the great lights see the great lights see the great

keep with good people keep with good people keep with good people keep
with good people keep with good people keep with good people keep with

EXERCISE 4


Left Hand Fingers
BACK SPACER
Right Hand Fingers
SHIFT LOCK
Fourth Third Second First
First Second Third Fourth
Q W E R T Y U I O P
A S D F G H J K L
SHIFT KEY
Z X C V B N M
SHIFT KEY
SPACE BAR

asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh
asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh asdfg :lkjh

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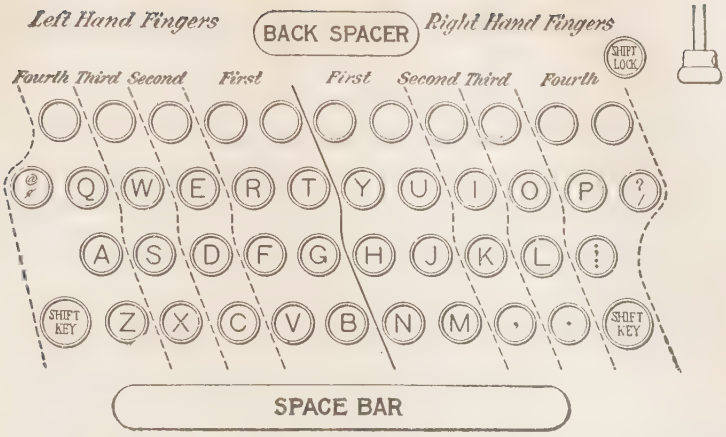
read good books read good books read good books read good books read

EXERCISE 5


Left Hand Fingers
BACK SPACER
Right Hand Fingers
SHIFT LOCK
Fourth Third Second First
First Second Third Fourth
Q W E R T Y U I O P
A S D F G H J K L
SHIFT KEY
Z X C V B N M
SHIFT KEY
SPACE BAR

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we may but for him we may but for him we may but for him we may but

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Make no effort for speed, but try to keep the carriage moving steadily. The keys should be struck with a light uniform tap.

After practicing Exercise 3 until it is thoroughly familiar, make at least three perfect copies; do not fail to leave *two* spaces after *lights* and *people* in the last four lines of the exercise. Beginning with this exercise, a part of a sentence may be carried over to a new line if there is not room on the line for the whole of it.

Exercise 4 is on the second, third, and fourth rows of keys.

Pay strict attention to the instructions for fingering. If they are not observed, progress will be delayed. The fingers may be awkward and weak, but a person with self-confidence and perseverance cannot fail to master all difficulties and become a competent operator.

The curve of the left fourth finger sometimes makes it a little difficult to strike Z on a shift-key machine. Practice, however, will overcome this trouble. Keep the wrists level and the fourth fingers constantly hovering over A and P. By maintaining this position of the hands, the fingers will become accustomed to the reaches for the different keys and writing will be almost automatic.

When the fingering of the words has been mastered, take the eyes from the keyboard and practice the exercise while looking at the diagram at the top of the page. Try to maintain a steady action of the fingers, writing uninterruptedly to the end of the line. The fingering that produces the best and most work is the easy, moderately fast motion that keeps the carriage of the machine moving continuously.

LESSON 2

9. The words in Exercise 5 are those used very frequently, and it is important that their fingering be thoroughly mastered.

In perfect typewriting, no letter should be darker or lighter than another. Examine the work closely for this; if some letters are heavier than others, it indicates an unevenness of

touch that should be remedied by giving some special practice to the fingers that need it.

When all the words have been practiced sufficiently, the entire exercise should be copied a few times. Remember the instructions to look away from the keyboard, and strive to keep the carriage moving steadily. More will be accomplished in this way, even if the writing is done somewhat slowly, than by writing a few words at a fair rate of speed and then making a pause.

Exercise 6 is composed of words somewhat longer than those of Exercise 5; they are used almost as frequently and should be practiced thoroughly. Familiarity with such words is a great aid to speed. It would be well to give additional practice to the groups of words at the end of the exercise. Do not neglect to follow the correct method of fingering, or to keep the hands close to the keyboard. The hands should never be lifted higher than is necessary. During all pauses, keep the right fourth finger on P and the left fourth finger on A; the fingers should rest very lightly on these keys—not depressing them. By following this plan of anchoring the fourth fingers to fixed points, command of the keyboard will not be lost. The eyes should be kept on the exercise, not on the keyboard; this is such important advice that it cannot be repeated too often. Do not use both hands to bring the carriage back to the beginning of a line. It is important to keep the hands in the proper position as much as possible.

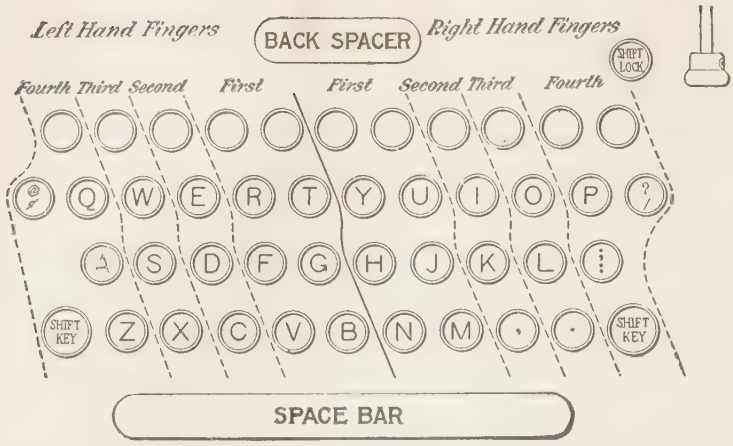
The work of the expert is characterized by an easy, uniform touch and the steady patter of the keys.

Practice the words of the exercise until they can be written with ease and then make three copies of the entire exercise.

With Exercise 7, the use of capitals is begun. On single keyboards, there are no longer reaches to be made, but the left fourth finger has a new duty to perform—that of holding down the shift key; on double keyboards, there are longer reaches to be made.

Many operators find it best to disregard the shift key on the right of the keyboard and use the one on the left

EXERCISE 6


Left Hand Fingers
BACK SPACER
Right Hand Fingers
SHIFT LOCK
Fourth Third Second First
First Second Third Fourth
Q W E R T Y U I O P
A S D F G H J K L
SHIFT KEY
Z X C V B N M
SHIFT KEY
SPACE BAR

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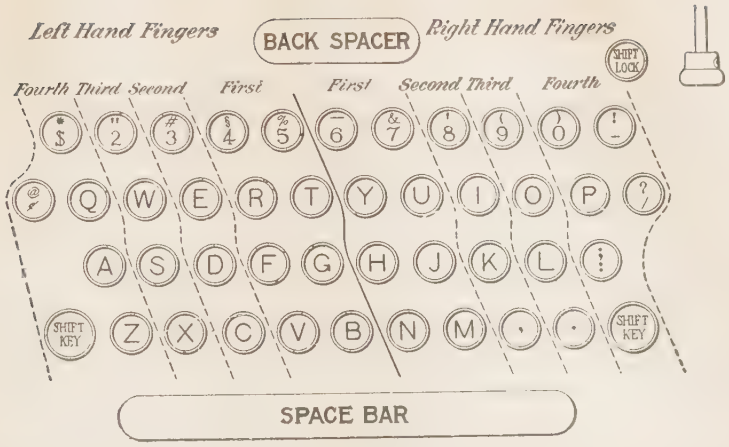
for him we should be certain but for him we should be certain but for

EXERCISE 7



Thomas	Frederick	New York	Salt Lake City
Patrick	Owen	Chicago	Los Angeles
Henry	Luther	Boston	Providence
Daniel	Richard	Washington	Philadelphia
James	Robert	Cleveland	Atlanta
Joseph	Harry	Cincinnati	Pittsburg
William	Addison	New Orleans	Galveston
John	Ernest	Denver	Montreal
Benjamin	Theodore	Baltimore	Detroit
Alexander	Arthur	St. Louis	Jacksonville
Louis	Abraham	Louisville	Grand Rapids
Eugene	Jefferson	Minneapolis	Augusta
Charles	Moses	Milwaukee	Omaha
Edward	Isaac	Springfield	Harrisburg
Alfred	Cornelius	San Francisco	Scranton
Maryland	Vermont	Georgia	Virginia
Delaware	Tennessee	Arkansas	Connecticut

William Cullen Bryant
Oliver Wendell Holmes
Washington Irving
James Russell Lowell

John Greenleaf Whittier
Nathaniel Hawthorne
Ralph Waldo Emerson
Henry Wadsworth Longfellow

Thanksgiving Day always comes in November. Thanksgiving Day always comes in November.

Horace Greeley, the great editor of the New York Tribune, once said that the best way to proceed was to proceed.

General U. S. Grant and General R. E. Lee were the two great opposing generals in the Civil War.

George Washington, President of the United States, was born at Wakefield, Virginia, and lived at Mount Vernon, Virginia.

Great Britain, France, the United States, Germany, Russia, Italy, and Japan all have large navies.

Charles Dickens and Sir Walter Scott are two great names in English literature.

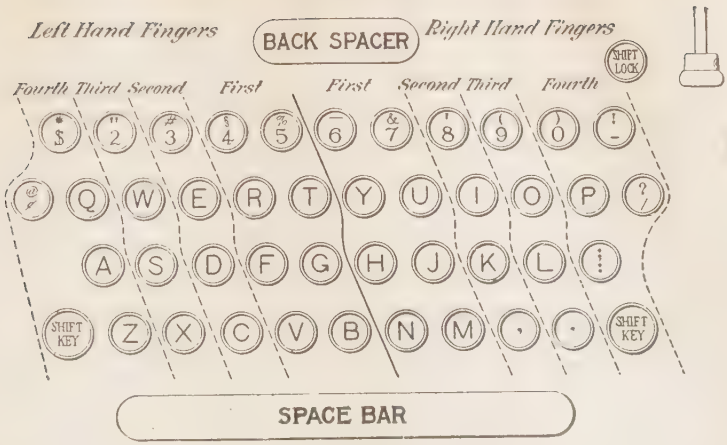
exclusively. When the left fourth finger holds down the shift key, the left third finger strikes *, Q, A, and Z; the left second finger takes the rows 2, W, S, and X, and 3, E, D, and C; the left first finger takes its usual rows. The fingering of the right hand is unchanged. Under no circumstances should the right hand be used for striking the keys in the left-hand division; it is better to make use of the right-hand shift key than to do this.

At first the fourth finger will prove awkward in its new duty, but this will disappear with practice. Hold the shift key down firmly until the capital is struck; then release it as quickly as possible. In using a machine that has the period with only the upper-case letters it is better, when making a period at the end of a sentence, to hold the finger on the shift key until the period has been struck and the thumb has made two spaces; the machine will then be ready for the next capital letter and the depressing of the shift key twice will be avoided. With a machine that has a period available in both positions of the carriage, this continued holding down of the shift key is unnecessary. Ordinarily one space should be made after periods when they follow abbreviations, but when the abbreviation is written with lower-case letters, as would be the case with i. e., no space is needed after the period. Two spaces should be made after periods when they end sentences. Except when pointing off large amounts expressed in figures, the comma should have one space after it. Write at least one line of each of the proper names and several lines of the sentences in Exercise 7, before beginning to make copies of the entire exercise.

In practicing Exercise 7, a word consisting of several syllables may be divided at the end of a line, if there is not room for the whole word, provided a syllable of at least three letters is carried over and that no syllable of only one letter is left at the end of the line.

Exercise 8 gives another opportunity to become familiar with the fingering of a great many common words. These should be practiced by writing a line of each of the words and several lines of each of the parts of sentences. It will

EXERCISE 8



certain	office	sincerely	principle	respectfully
correct	occupy	trust	dozen	particular
express	assure	regard	annum	opportunity
freight	believe	friend	besides	pleasure
liberal	order	relate	general	convenience
however	cash	current	remember	advantage
where	check	register	sample	advertise
himself	telephone	receipt	attention	address
whatever	telegraph	accept	common	accompany
large	telegram	their	country	represent
near	railroad	truly	company	according
heard	message	cordially	condition	explain
dated	lease	wishes	arrival	advance
statement	supply	regret	mention	commence
reply	convenient	remind	difficult	beginning
claim	world	manager	apply	perhaps
room	credit	secretary	change	propose
hold	send	president	ready	purpose
insure	sent	treasurer	stand	refuse
letter	dollar	hundred	thank	remain
bank	balance	are	thousand	wholesale
know	many	had	measure	success
retail	among	separate	distinct	knowledge

Your letter of recent date
as far as possible
about this matter

In reply to yours
With kind regards
Please receipt and return

Answering your esteemed favor
under separate cover
find enclosed herewith

as early as possible
in full settlement of all claims
let us know the best price

you can make us on the lot
We regret exceedingly
to state that the order

immediate and careful attention
in the meantime
as well as we can

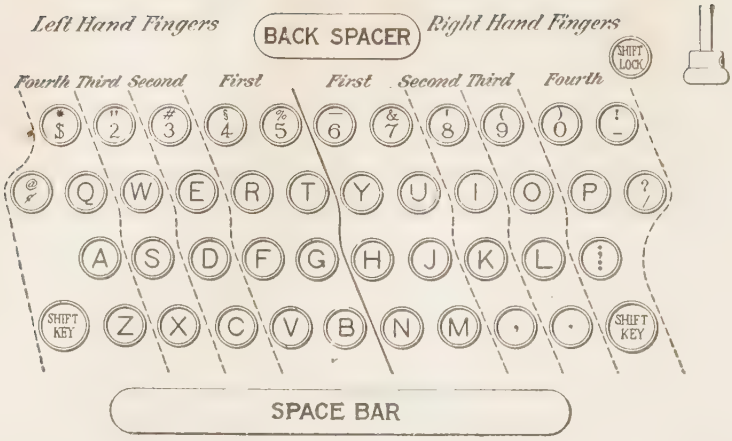
Send by first mail
Regarding your order
Under the circumstances

Yours very truly
Thanking you for your help
We will await further advice

We appreciate your efforts
We can guarantee
exactly like sample enclosed

It would be well for you
We are glad to state that
I do not think it can be done

EXERCISE 9



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2 7/8 2 7/8 2 7/8 2 7/8 2 7/8 43 1/4 43 1/4 43 1/4 43 1/4 --

$1,000,000.02 2,345 ---------- ---------- 190,980 4,297,815,706

The teacher said: "If 59,230 be added to 32,709 and the sum divided by 45, what would be the result?"

If 546 1/2 yards of cloth be sold at $1.25 a yard and a discount of 5% be given the purchaser, what would be the net amount of the bill?

Tobacco was grown in the United States in 1899 by 308,317 farmers, and the total area of the crop was 1,101,483 acres.

The population of the United States October 1, 1903, was estimated by the Actuary of the Department at 80,831,000; circulation per capita was $29.75.

be noticed that some of the sentences begin with capitals. This sentence work is excellent speed practice. It should be remembered, however, that speed is always secondary to neatness and accuracy. It is better to write at moderate speed with a light uniform touch than to adopt a slap-bang style and have the work full of errors, uneven impressions, letters struck too close together, etc.

Follow the correct method of fingering and look away from the keyboard. Strive to keep the hands in their proper positions, the fourth fingers hovering over A and P.

A capital letter should be struck the instant the key is depressed, and the fourth finger lifted immediately so that no time will be lost. If after practice it is found that the keys on the left side of the keyboard cannot be struck while holding down the shift key with the fourth finger, resort may be made to the right-hand shift key.

Where not more than five or ten spaces are to be made, the space bar should be used; if it is necessary to move the carriage one-half or two-thirds of the length of the scale, it is better to use the carriage release.

LESSON 3

10. Exercise 9 is chiefly on figures and characters. As these are used frequently in typewriting, it is important that the fingering of the keys be familiar.

The small l is used for the figure 1 and on some machines the capital O is used for the cipher. On the keyboard shown in Exercise 9 there is a cipher, or naught. Machines with keyboards designed particularly for billing have special keys that print fractions. On other machines the fraction is made by putting the slanting mark between the figures that make up the fraction. In writing combinations of whole numbers and fractions, one space should be left between the whole number and the fraction.

It is usual to strike the space bar once after a comma, but not in pointing off figures; neither should there be a space

after a decimal point. One space should be made after a semicolon; one space is also made after a colon except in case a capital letter follows, when there may be two spaces between.

The ordinary keyboard has no dash; the best substitute for it is two hyphens. One hyphen is not a proper substitute, for then there would be no difference between the hyphen and the substitute for the dash, but the use of the hyphen in this way is a common error. Generally, a comma should not be used before or after a dash, but a space may be made on each side to prevent a crowded appearance. It is common practice, however, to use the two hyphens without the extra space.

The underscore, which is on the key with figure 6, is used for drawing lines under columns of figures, for underscoring words and phrases, and for making straight lines across the sheet. In underscoring, the words are first written, then the carriage drawn back to the first letter to be underscored; the spaces between words should not be underscored.

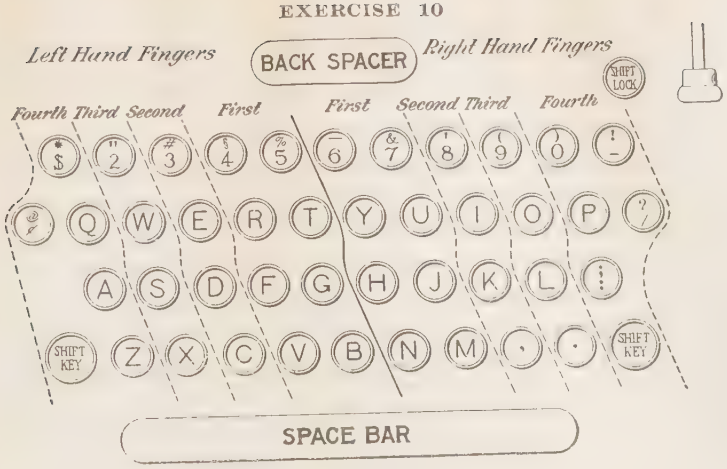
If the space bar is held down to prevent the carriage from moving, one character may be struck directly over another. In this way, on machines that have no exclamation mark, an exclamation mark may be made by striking the period and apostrophe. A period may be changed to a comma, semicolon, or colon, or a comma may be changed to a semicolon by drawing the carriage back and striking the right key.

The small c can be easily corrected to e by striking the e over the c; c may be changed to d in the same manner; but it is desirable to do this only in carbon-copy work. Figures should never be struck over one another in this manner, for it is likely to result in confusion, particularly when a carbon copy is made.

When an apostrophe has been omitted, it may be inserted between letters by drawing back the carriage, shifting it to capitals, and holding the pointer firmly between the points on the scale where the letters are struck.

Roman numerals are written with capital letters, as XVII, IV, M, etc.

EXERCISE 10



accredit	artful	brutally	whither	future
accident	careful	willingly	whisper	culture
actual	mindful	officially	whiskey	picture
adjourn	disprove	necessary	situation	active
administer	disability	primary	annotation	attentive
advocate	discount	apiary	vindication	operative
collection	external	connectedness	dividing	excessive
college	expert	commission	calling	extensive
colonel	expand	lessee	making	offensive
combine	instant	promise	necessity	anxious
command	institution	probable	ambiguity	serious
complete	invaluable	problem	perpetuity	dangerous
concern	permit	recall	classically	obtained
consider	perform	reason	appointee	attained
construct	perfect	reanimate	assessor	answered
announcement	preclude	unfair	concession	fitness
judgment	prefer	unheard	possession	usefulness
comment	previous	until	occasion	handsomeness
sensible	interpose	magnify	capability	conscience
valuable	interrupt	magnolia	congeniality	license
legible	intercede	magazine	generosity	patience
bookkeeper	committee	circumstance	brought	multitude
Mississippi	parallel	controvert	wrought	transform
Tennessee	letterpress	contradict	taught	criticism

The bookkeeper from Tennessee was from necessity appointed on the committee to consider the announcement.

Capability without stability is as valueless to the possessor as handsomeness without usefulness.

A serious accident may necessitate considerable extension of time and probably result in a reconstruction of the entire commission.

Exercise 10 is on some of the common words with double letters, prefixes, and terminations; speed will be increased by becoming thoroughly familiar with these. Each part of the exercise should be practiced until the fingering of the keys can be done with ease; then the eyes should be taken from the keyboard and the exercise written by feeling for the keys.

Many all-finger operators find it convenient in combinations of rt, tr, and gr to use the left second finger for r, and in the combinations hu and lo to use the right second finger for u and o. This is allowable when any advantage is to be gained, but the beginner should use caution in making such departures from the regular fingering.

With this lesson, begin erasing mistakes. Do this neatly, but let there be as little occasion as possible for it. The grit from erasing is very injurious to the delicate bearings of the typewriter. Use a long-handled brush for removing it. It is not permissible to use the letter x for crossing out errors.

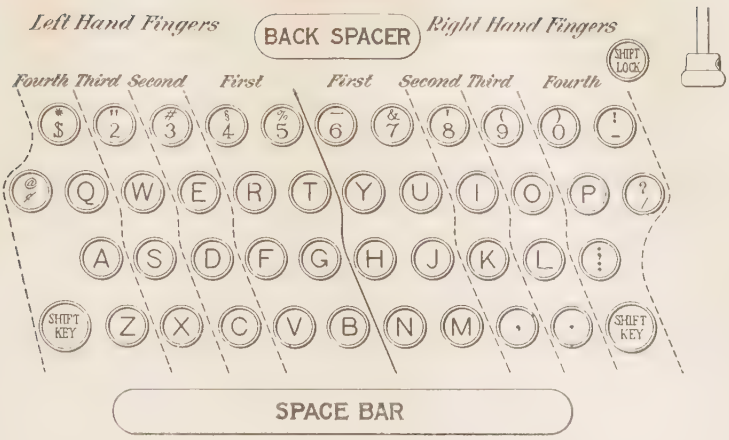
When a key is to be struck twice, it must be allowed time to return to its proper position before being struck the second time, otherwise the spacing and impression will be imperfect.

The work should be watched carefully and kept as free as possible from mistakes and letters struck too close together. With the proper touch of the keys, these troubles will be avoided and letters will not overlap.

When capital letters do not print on the line, the trouble probably lies in releasing the shift key before the letter is printed. If at any time there should be occasion to write a few letters in capitals, it may be done by holding down the shift key with the fourth finger, but when a line of capitals is to be written, it is best to use the locking device for the shift.

It is well for every learner on a typewriter to consult a dictionary freely in determining the proper division of words at the ends of lines. Stenographers make many noticeable errors in the dividing of words. For example, many will divide the word *knowledge* as *know-ledge*, when the proper division, according to the syllabication, is *knowl-edge*, or divide *revison* as *rev-ision*, when it should be divided as *revi-sion*. Such words as *apart* should not be divided at all,

EXERCISE 11



Neatness shall lead direct toward dexterity. Neatness shall lead direct toward dexterity. Neatness shall lead direct toward dexterity. Neatness shall lead direct toward dexterity.

Our reading gives sound discretion. Our reading gives sound discretion. Our reading gives sound discretion. Our reading gives sound discretion. Our reading gives sound discretion.

Try your real lessons, saving great tasks. Try your real lessons, saving great tasks. Try your real lessons, saving great tasks. Try your real lessons, saving great tasks.

Surely your reason need dishearten no one. Surely your reason need dishearten no one. Surely your reason need dishearten no one. Surely your reason need dishearten no one.

Right thinking gives some energetic citizens sense enough. Right thinking gives some energetic citizens sense enough. Right thinking gives some energetic citizens sense enough.

Thy young gallant tries so often not to offend. Thy young gallant tries so often not to offend. Thy young gallant tries so often not to offend. Thy young gallant tries so often not to offend.

No one ever ran nigh his shanty. No one ever ran nigh his shanty. No one ever ran nigh his shanty. No one ever ran nigh his shanty. No one ever ran nigh his shanty. No one ever ran nigh his shanty.

His strength has suffered dreadful losses. His strength has suffered dreadful losses. His strength has suffered dreadful losses. His strength has suffered dreadful losses.

Diligent trials shall lend deftness. Diligent trials shall lend deftness. Diligent trials shall lend deftness. Diligent trials shall lend deftness. Diligent trials shall lend deftness.

Correct typewriting gives satisfaction. Correct typewriting gives satisfaction. Correct typewriting gives satisfaction. Correct typewriting gives satisfaction. Correct typewriting gives satisfaction.

John quickly extemporized five tow bags. John quickly extemporized five tow bags. John quickly extemporized five tow bags. John quickly extemporized five tow bags. John quickly extemporized five tow bags.

EXERCISE 12

(1)

I am going to do that which the dead oft promised he would do for me. The loved and loving brother, husband, father, friend died where manhood's morning almost touches noon and while the shadows still were falling to the west. He had not passed on life's highway the stone that marks the highest point, but being weary for a moment he lay down, and using his burden for a pillow, fell into that dreamless sleep that kisses down his eyelids still. While yet in love with life and raptured with the world he passed to silence and pathetic rest.

(2)

The real peril of the American young man of today is that he is too content to be of the average rather than of the best. It is getting to be the exception to find in business a young man who is something more than a mere automatic machine. He comes to the office at nine o'clock in the morning; is faithful in the duties he performs. He goes to luncheon at twelve. He comes back at one. If by some chance he happens to return five minutes before one he stands outside the door until the clock begins to strike, fearful lest he should give one single extra moment to his work or to his employer. He takes up whatever he is told to do until five, and at the stroke of the clock closes his desk and goes home. His work for the day is done. One day is exactly the same to him as another. He has a certain routine of duties to do, and he does them day in and day out. He is the same yesterday and today and forever.

(3)

No man has a right to go into business and not make money. It is a crime to go into business and lose money, because it is a curse to the rest of the community. No man has a moral right to transact business if he makes nothing out of it. He, furthermore, has no right to transact business unless the man he deals with also has an opportunity to make something. Unless he "lives and lets live," he is not an honest man in business. There are no exceptions to this great rule.

for a division would result in a syllable of only one letter left at the end of a line. A syllable of only two letters carried over to a new line never gives a good effect, and the effect is especially poor when the syllable ends a paragraph. Words of one syllable such as *chance*, *through*, etc. should not be divided at all.

Attention should be paid to the ringing of the bell so that the right margin will be kept as regular as possible.

In Exercise 11, all the sentences, except in the last paragraph, are what are known in typewriting as *chain sentences;* that is, the last letter of one word is the first of the next. These sentences are very easy to write by touch—there are no long reaches in passing from one word to the next. The exercise cannot be practiced too much; it should not be left until all the sentences can be written at a fair rate of speed. It will be profitable later on in the work, to return to this exercise for speed practice.

The three paragraphs of Exercise 12 are excellent for the practice of speed and accuracy. When the fingering of the keys is familiar, each paragraph should be copied many times before the next is taken up. It is advisable that the learner should be able to write this entire exercise with accuracy and good speed before taking up practice on business letters. From forty to sixty words a minute is considered good speed for steady work.

Now that exercises on practical work have been reached, the student should not feel that correct fingering may be neglected. This is now more important than before. It would be a good plan to occasionally go back and take up some of the fingering exercises.

From now on every opportunity should be sought to take dictation practice direct on the typewriter. Dictation practice cultivates speed, gives confidence, promotes accuracy, and is most valuable training.

EXERCISE 13

Gentlemen:

We regret to inform you that a serious mistake was made in the shipment of desks you made to us on January 30.

We distinctly stated in the order that we did not wish the roll-top style of No. 42 -- that if you did not have the flat-top in stock we preferred our order filled with style 40.

As a matter of accommodation we would like to take the two roll-top desks that you sent, but we have no sale whatever for that style and are compelled to ship them back to you. Kindly complete our order at your earliest convenience.

Respectfully yours,

My dear Mr. Jones:

I am exceedingly sorry that I was not in yesterday when you called.

The best price we can make you on the dressed pine flooring is twenty dollars a thousand. This is fairly good material but not so good as the flooring that we sell at twenty-five dollars.

When convenient, I wish you would call again and examine the new shipments that came in last week. Kindly telephone me in advance of your coming and I will be sure not to miss you.

Cordially yours.

Dear Sir:

Answering your esteemed inquiry of the 14th instant, we beg to inform you that the Daily Clarion goes to press at 2 p.m. promptly. All advertising copy should reach us by noon to be sure of insertion.

Trusting that we shall be favored with orders from you regularly, we are, with best wishes,

Cordially yours,

Gentlemen:

We must request prompt settlement of the enclosed bill for $25.98. As you know, we have held this balance on our books for a number of months and have repeatedly requested settlement. We usually allow sixty days' time on all orders from our regular customers, but we cannot do more than that.

We trust you will make remittance promptly and save us further expense and trouble.

Respectfully yours,

Enclosure

LESSON 4

11. Up to this point the exercises have been mainly for the purpose of training the fingers and developing the ability to write without looking at the keyboard. If they have been practiced faithfully according to directions, the student should now be able to write easily by the all-finger method with only occasional glances at the keyboard. Future work will, therefore, consist of business letters and general business typewriting with which an operator should be familiar.

FORM 1

BROOKLYN INSTITUTE OF ARTS AND SCIENCES

Brooklyn, N. Y., January 24, 1904.

The business letters given in Exercises 13 to 21, inclusive, should be practiced until they can be copied without an error and until they can be written steadily from the beginning to the end. The letters in these exercises are good examples of those used by progressive people. There are many other good forms, but one that becomes familiar with these exercises will be able to write letters to suit almost any employer.

Each of the exercises should be well practiced before the next is taken up. Be particular in all this work. See that the impressions of the type are uniform in color and that the right margin is fairly regular. Examine the work to see whether letters are struck too close together; if the touch is uniform, the work should be perfect in this respect.

FORM 2

218 St. John's Place,

San Francisco, Calif., September 1, 1904.

In practicing Exercise 13, indent all paragraphs five spaces. The space of one line should always be left between the paragraphs in single-spaced typewriting.

12. A business letter should always show the address of the person to whom it is written; the street and number

should be included unless the office files contain this information. If the paper has no printed heading, the name of the place and date may be written in two lines in either of the styles shown in Forms 1 and 2.

FORM 3

COLUMBIA COLLEGE
New York

December 20, 1904.

Sometimes it is convenient to place the date at the right in the usual way and arrange the address neatly at the left, as shown in Form 3; or it may come in the center of the page, as in Form 4.

The full address is often written at the end of a letter, following the signature. Typewriter operators in public and copying offices have the most occasion for resorting to arrangements like the foregoing; all progressive business houses now have printed letterheads.

FORM 4

THE STATE CHARITY ASSOCIATION
Dayton, Ohio

After the date has been written, if the machine is set for double spacing, the line lever is pulled twice before the name is written. This gives three single spaces between the date line and the address. On a short letter head this space may be reduced to two lines if the typewriting is to be single-spaced.

Various forms are used to indicate by whom and to whom the letter was dictated. Among the most common are:

ELM/SRH	MLS-LJD	Sten. D.	Dic. S.
(Dic. H. E.)	Dictated J W H	Dictated by Mr. Brown.	

This memoranda may be written in the lower or upper left corner (see Exercise 14).

13. Exercise 15 gives two forms of single-spaced letters, one in which a long street address is written and another

EXERCISE 14

Philadelphia, Pa., April 10, 1904.

O'Connor and Company,

New York, N. Y.

Gentlemen:

Please quote us your best price on ten thousand (10,000) engraved letter heads like enclosed sample. We will furnish the plate for the engraving.

The quality and weight of the paper must be as good as that of sample; we prefer the identical stock if it is possible to procure it.

Awaiting your estimate, we are

Very truly yours,

Enclosure

EIM-FBC

Brooklyn, N. Y., September 17, 1904.

Mr. John Williamson,

Boston, Mass.

Dear Mr. Williamson:

Your favor of the 3d is just at hand. The owner of the lot at 166 East Second Street asks $2,100 for his property -- $1,000 cash and the balance on mortgage. If this figure is anything to your liking please come over for a talk.

I think the lot is clearly worth the price asked. The section is building up very rapidly and none but the best class of dwellings are being erected. Give the matter consideration and let me hear from you.

Sincerely yours,

EXERCISE 15

Scranton, Pa., February 28, 1904.

Brooklyn Warehouse and Storage Company,
335 Schermerhorn Street,
Brooklyn, N. Y.

Gentlemen:

Kindly consider this your order to ship to Scranton all my furniture now stored in your warehouse. Please ship by Delaware, Lackawanna and Western Railroad.

If you will notify me at once the amount of storage and packing bill I will send you a check by return mail so that there will be no delay in shipping the furniture.

Thanking you in advance for your prompt and careful attention to this order, I am

Yours truly,

New York, N. Y., May 18, 1903.

Walter J. Thompson, Esq.,

Morristown, New Jersey.

My dear Sir:

Following your telegraphic instructions, we sold today your stock in the Interstate Navigation Company, at the following prices:

Five shares at $55	$275
Ten shares at $54	540
Ten shares at $53.50	535
Six shares at $52	312
Total for the thirty-one shares	$1662

We trust this transaction meets with your approval. The many reports current about the steamship combines have made the market rather unsteady; on the whole, we feel that you are rather fortunate to dispose of your holdings at the figures given above.

Trusting that we shall hear from you soon, we are

Very truly yours,

in which the name of the state is written in full. Unnecessary abbreviation should always be avoided; a good effect is often produced by writing the name of the state in full, as will be seen by referring to the second letter of Exercise 15.

In writing "Dear Sir," capitalize both words; in writing "My dear Sir," do not capitalize the second word.

He who dictates the letter should decide whether the salutation should be "Dear Sir," "My dear Sir," or "Dear Mr. ——."

In closing a letter, "Yours truly," "Sincerely yours," etc. should be started at about 30 or 35, depending on the length of the scale of the machine. Only the first word of these closing phrases is capitalized.

In writing letters with which something is to be enclosed in the envelope, "Enclosure" or "Enc." should be written in the lower left-hand corner, as in the last letter of Exercise 13. When there are two enclosures, the memorandum may be written "Two enclosures." This reminder should always be heeded when folding a letter. The enclosures may be specified; for instance, "Check enclosed."

The first letter of Exercise 14 is a good example of ten-space paragraphing used by many business men. Some prefer to have the address indented ten spaces and the paragraphs only five, as in the second letter of Exercise 14.

The model business letter should be without erasures, interlineations, blots, or finger marks. A single misspelled word, or the wrong division of a word will spoil the effect of a letter that may be perfect otherwise.

The last line of a paragraph should not be carried over to the next page; if it is necessary to carry over any part of it, at least two lines should be taken. A paragraph should not begin on the last line of a page.

In dating a letter, the month should not be abbreviated. When there is room for May 12, 1910, such an abbreviation as 5/12/10 should not be used. Furthermore, in Great Britain 5/12/10 stands for the 5th day of December, 1910, so the use of this abbreviation may sometimes lead to a misunderstanding. Neither should the names of cities, nor

words like instant, ultimo, proximo, Christmas, yours truly, and respectfully yours be abbreviated. It is now the general practice to write dates without the letters st, d, or th, when the day follows the month, as March 30; January 15, 1912. When the month or a word representing it follows the day, st, d, or th is used, as "the 15th day of January," "the 15th instant." The terminations nd and rd have been superseded by d, as 2d, 3d; no periods are used in such cases, as these are not abbreviations. The use of ″ by some stenographers as an abbreviation for th is inexcusable, for ″ is not recognized by any authority as an abbreviation for th.

Except in dates, it is a good general rule to express numbers under one hundred in words. In statistical matter, however, it is usual to write numbers in figures. In law work, both figures and words are often used to insure accuracy.

In letters, it is better form to write "seventy-five cents" than "75c" unless there is a column of prices, in which case it is better to use figures.

The address and date line on a letter usually begins at 40 on a machine with a scale of 70 or 72 points. If the name of the place is very short, the line may be started a little farther to the right.

Both Mr. and Esq. should not be used in the same letter in addressing a person. Titles such as Editor, Secretary, Treasurer, etc. should not be abbreviated.

Both married and unmarried women may be addressed as Dear Madam. To address a woman as Mrs. Emma Dawson would indicate that she is a widow. If her husband is living, she should be addressed by his name, as Mrs. William A. Dawson.

When addressing a doctor, write the salutation "Dear Doctor," not "Dear Dr."

Never write Mess. for Messrs. nor Gents for Gentlemen.

Miss is not an abbreviation and needs no period after it.

Care of is preferably written out, but may be abbreviated as c/o; it cannot be properly represented by %, for this character stands for *per cent.* and nothing else.

The Savings & Trust Company

CAPITAL
$1,500,000.00

SURPLUS
$1,000,000.00

D. LEUTY, PRESIDENT
H. R. NEWCOMB } VICE PRESIDENTS
H. TIEDEMANN }

J. R. NUTT, SECY. & TREAS.
H. S. NEWBERRY, ASST. SECY.
GEORGE LOMNITZ, ASST. TREAS.

94 EUCLID AVENUE

Cleveland, Ohio, July 18, 1904.

Mrs. Amanda Dewitt,

Niagara Falls, N. Y.

Dear Madam:

In response to your request of July 15 we send you herewith a statement of your account with us.

You will note that the deposits made previous to July 1, 1904, together with accrued interest, make a total of $4386.75. Including the deposit of $200, which reached us on the 16th instant, the amount of balance now remaining to your credit is $4586.75.

Awaiting your further commands, we are

Respectfully yours,

Dictated by
LMD to SRH

Illinois Central Railroad Company.

Chicago, September 5, 1903.

Mr. John Orem,

Indianapolis, Indiana.

Dear Sir:

I acknowledge receipt of your esteemed letter of the 2d instant. I have carefully considered your request, but regret I shall be unable to issue the pass.

The only way by which I could accede to your request would be to buy a ticket at my personal expense and present it to you. I imagine you would not care to have me do this.

Regretting my inability to do as you ask, I am

Truly yours,

Follow every company's style of writing its name. If the name is written with abbreviations, as Yawman & Erbe Mfg. Co., that form should be followed. If the word The is part of the title, use it. The character & and the abbreviation Co. should be used in a letter only when they are adopted as a part of a firm name.

Solid compound words such as railroad, postscript, etc., may, when abbreviated, be written with capital letters and without a space between, as RR., PS., but the forms R. R., P. S. are used by many and cannot be called incorrect.

Every letter should contain the full address of the writer unless it is certain that the person addressed is familiar with it. Much trouble is caused by persons assuming that their addresses are known and not giving them in letters.

14. Typewriting must be well balanced on a page to produce a good effect. A small amount of matter at the top, or words written at the extreme edges of the paper, is most inartistic. Wide margins, especially if the letter is short, give a good finish. Many make the left margin wider by commencing lines at 5 of the scale, while some prefer to have an extra margin of ten spaces on both sides.

A solid page of typewriting is unsightly. Paragraphs should be made when there is a change of sense or a new subject introduced.

Printed headings are shown on a number of letters in these exercises, in order to give an idea of the proper arrangement of the typewriting with reference to the printed matter at the top of the sheet. Exercise 16 shows two single-spaced letters on short letterheads.

Double-spaced typewriting is nearly always to be preferred for letters, but unless they are very short, double spacing cannot very well be made on the half and three-quarter letterheads in use in many offices. Single-spaced typewriting is greatly improved by having a line of blank space between paragraphs, as in Exercise 15. Items of goods ordered, quotations, etc. look well single-spaced when the remainder of the letter is double-spaced.

Law papers are sometimes written on both sides of the paper in order to make illegal additions less easy, but a letter should be typewritten only on one side of the paper, and on one sheet when possible. If a second sheet must be used, three or four lines make a better appearance on it than a single line. An operator should always try to get some idea of the possible length of a letter before beginning to write it, so as to plan the arrangement to good advantage. If the matter seems likely to end near the bottom of a sheet, leaving no room for the signature, the margins may be made a little wider in order to run three or four lines over to the second sheet.

Some business men object to having a letter run over to the second sheet, and in order to avoid this prefer to have the last few lines of the page single-spaced.

Sheets of paper without the printed heading should be used for the second and subsequent pages of a letter. On such pages the number of the page and the initials of the person addressed are placed in the upper left-hand corner, about ¾ inch from the upper margin of the paper. Any one of the following forms may be used:

E. B. S. 2 E. B. S. page 2 L M D 2 8-13-04

E. B. S. 2 8-13-04

Two of the examples show the dates of the letters, which are required in some offices. The last shows how the initials and the page number may be written on the left side of the sheet and the date on the right. This gives a good balance to the page. When there is danger of a page getting lost among other letters, the number may be written in the center at the top with a hyphen on each side, as –2–, or enclosed in parenthesis, as (2).

A postscript should be single-spaced, and looks well if it does not extend more than half way across the page.

A typewriter operator should never sign a letter with the name of another person unless directed by him to do so. A signature should not be written with the typewriter. A firm

EXERCISE 17

Denver, Colo., December 18, 1904.

Williams & Watkins,
118 Clark Street,
Chicago, Illinois.

Gentlemen:

Please send by fast freight the following supplies:

Twenty-five 50-pound tubs Silver Leaf lard,
One hundred of your choicest hams,
Fifty barrels Gold Medal flour,
One thousand pound-packages German-American coffee.

Cordially yours,

THE SMITH GROCERY COMPANY

WRS/EKT

By _____

Baltimore, Md., January 13, 1904.

The Campbell Printing Press Company,

Times Building, New York.

Gentlemen:

Your letter of the 12th instant reached us this morning. The price you quote on the press is satisfactory, and we have just wired you:

"Price is satisfactory; ship press and extra rollers at once."

We send you herewith our check for $500, and you may draw on us at the end of thirty days for the balance.

Trusting that this arrangement will be entirely satisfactory to you, we are, with best wishes,

Very truly yours,

Enclosure

name, however, may be written on the typewriter and the initials or full name of the dictator written through the signature or under it as shown in Exercise 17.

The best plan of procedure in letter writing is: Address the envelope; transcribe the letter; note the enclosures mentioned at the bottom of the letter and place them in the envelope; present the letter to the dictator for his signature; make a press copy of the letter, if a carbon copy was not made; verify enclosures; seal and mail the letter.

Fig. 13 shows how a letter sheet should be folded for the ordinary business envelope. The lower edge is first brought up to the top edge and the fold made, after which the doubled sheet is folded into three equal, or nearly equal, divisions.

Fig. 13

15. While paper $8\frac{1}{2}$ or 9 inches wide is the most convenient size for the typewriter, almost any size may be used. Many letters are typewritten on note heads from 4 to 6 inches wide and from 6 to 9 inches long. Often a folded, or double, note head is used. The ordinary typewriter type is somewhat out of proportion on a sheet only 5 or 6 inches wide; a rather small type known as "elite," with which some machines are fitted, is best for narrow paper.

Note heads may be inserted at either the right or the left of the roller. Until an operator is accustomed to writing on narrow paper, it is best to move one of the marginal stops. Experienced operators do not find it necessary to do this. Care should be taken to leave a neat margin on each side and to have the lines on the right as even as possible.

Exercises 22, 23, and 24 are good examples of note heads; they should be practiced faithfully. Ordinary sheets of

EXERCISE 18

Executive Offices

International Textbook Company

Scranton, Pa., February 22, 1907.

Mr. Clifford J. Tanner,

Cortland, N. Y.

My dear Sir:

Your inquiry of February 18 has just reached me. I take pleasure in giving my ideas of what constitutes good form in a typewritten letter.

Form is determined to some extent by personal preference; and, of course, it is every man's right to have his letters written the way he prefers them.

Most of us agree that it is important to balance the typewriting on the sheet, and that a space of one line should be left blank between paragraphs when a letter is written single-spaced.

There appears to be no great difference in the letter-forms used by careful writers except in the arrangement of the address and in the extent of indention of the first lines of paragraphs. The form I prefer for the address is the one shown above; but letters often require extended addresses that cannot be arranged well in two lines.

Many prefer to have first lines of paragraphs indented ten spaces; but as typewriting is only a form of printing, there seems to me to be no good reason, beyond personal preference, for greater indention than five spaces.

My answer to your question, What are the general essentials of a good business letter? is that they are correct construction, spelling and punctuation; brevity most of the time; and promptness, neatness, clearness, completeness and courtesy always.

Cordially yours,

EXERCISE 19

OFFICE OF
HOWARD M. BURNEY
ATTORNEY AT LAW

YONKERS, N. Y., December 21, 1903.

Mr. Harvey O. Dobson,

West Point, N. Y.

Dear Mr. Dobson:

Referring to your case, I beg to report that yesterday I had a call from an attorney representing the Hudson River Steamboat Company. This was in response to my letter of the 8th, in which I declared my purpose to bring suit in your behalf unless the company made a prompt settlement of the damage.

Mr. Knowles, the attorney for the company, does not admit the full merit of your case; but he hinted that the General Manager of the company made an investigation after receiving my first letter, as the result of which he feels that possibly harsher measures were employed by the agents of the company than the situation warranted. At any rate, he states that the company prefers to make some settlement rather than to have the matter taken into court.

There is no doubt whatever, Mr. Dobson, that you have a good case, but if there is a chance of a prompt and fairly equitable adjustment I advise you by all means to adopt that plan. If the case is carried into court, the company will undoubtedly fight it as long as possible, and you will be delayed in securing damages.

My advice is that you compromise the case, if the company will pay you a thousand dollars; I think they will pay that much. I shall not, of course, make this proposition to Mr. Knowles until I hear from you. It would be a good plan to come down to see me.

Faithfully yours,

EXERCISE 20

SYSTEM
EDITED BY A. W. SHAW

First National Bank
Building CHICAGO
Telephone Central 3705

1027-156 Fifth Avenue
NEW YORK CITY

Chicago, Ill., April 6, 1904.

Judson H. Bramble,
Care HOTEL SHIRLEY,
Muncie, Indiana.

Dear Mr. Bramble:

Please accept my thanks for your favor of April fourth, enclosing some of your clippings.

I regret that we are unable to use material similar to that which you have sent me. The work you have done for other publications is very good, but it falls somewhat without our scope, as you will see by referring to our magazine. I cannot use matter of a general nature, except in our editorials. I would, however, like articles describing methods and systems in actual use. These articles should be so wide in their scope as to apply more or less generally. In other words, I would not care to describe a system which could be used only by a glover; unless this system could be used by other retailers, or unless it included some new suggestions or ideas in conducting a retail business. Articles such as "The Handling of Supplies," "A Perpetual Inventory," "System for Handling Correspondence," and "System for Ascertaining the Cost of Production" are those that would appeal to every manufacturer and to most retailers.

Our magazine appeals primarily to manufacturers and retailers. For this reason, most of our articles should be written for them. A small part of the magazine is devoted to publishers and business men generally.

I trust you will find time and opportunity to prepare some material for us. It will not be necessary for you to prepare your own drawings. We pride ourselves particularly on our illustrations. You will notice that practically all of them are very accurately prepared, and that all wording is printed -- not drawn. Accompany your articles merely by rough sketches; our artist will prepare the drawings from these.

With the hope that I may have something good from you soon, I am, with best wishes,

Sincerely yours,

Managing Editor

typewriter paper may be folded in the middle and cut in half for practice paper. The note style of typewritten letter is coming into favor for business and semibusiness correspondence, and every operator should be expert in writing on narrow paper.

Note heads may be folded either once or twice, from the bottom to the top, according to the length of the paper and the shape of the envelope. Letters like those of Exercises 22 and 23 should ordinarily be folded twice, dividing the sheet into three parts. The note of Exercise 24 should be

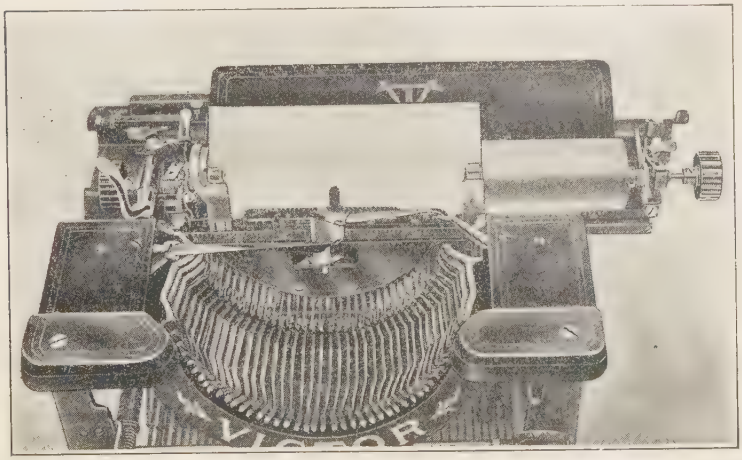


FIG. 14

folded but once, the fold being made in the center. When a large, square envelope is used, notes like those of Exercises 22 and 23 are folded but once.

The ordinary business envelope is too short to be inserted in the machine so that it will reach the paper holders on each side of the carriage, and may be placed on either the right or the left side. It is immaterial which side is used, but there should be a mark on the carriage as a guide for inserting the envelope properly the first time and thus avoiding useless adjusting. On some machines, the paper holders may be brought close together and short envelopes or cards

CHICAGO, BURLINGTON & QUINCY RAILROAD
CHICAGO, BURLINGTON & QUINCY RAILWAY COMPANY, LESSEE

AUDITING DEPARTMENT
209 Adams Street, Chicago

Chicago, Ill., May 19, 1904.

Mr. C. J. Halle, Manager,
Elliott-Fisher Company, New York.

Dear Sir:

Answering your favor of the 16th instant, I beg to say that the evolution in waybilling in offices at terminal points has been a subject of much discussion with the officers of this company for the last few years, and it is one of special interest to me.

Aside from the question of economy -- a tremendous argument in itself -- a substitution of the typewriter for the handwriting process is desirable for several reasons. Legibility of waybills and copies, whether manifold or impression, enables everybody concerned to read the writing correctly. This feature is emphasized by the numerous errors made in rebilling, where clerks find it impossible to reproduce satisfactorily the hieroglyphics frequently found in handwriting. The result is wrong deliveries and other annoying, expensive mistakes. With machine work this would be almost impossible.

Again, typewritten waybills facilitate the handling of freight by conductors; this can be appreciated only by those coming in contact with the handling of freight from the cars.

Where rates are revised and waybills are handled a great deal, as they necessarily are in all audit offices, a great saving in time and labor is effected by the use of the typewritten waybill.

I should say, therefore, that the typewritten waybill would commend itself to any person whose duty required the inspection or the

handling of waybills and to the employer seeking a higher degree of efficiency from employes at a minimum expense.

In our office we are now making with the typewriter monthly statements as follows:

Interchange report, 10 1/2 by 16 inches, sixteen sheets, seven copies required.
Station earnings report, 8 1/4 by 16 inches, twenty sheets, nine copies required.
Summary of tonnage and earnings, 15 by 17 inches, one sheet, three copies required.
A number of small miscellaneous statements of various sizes, from three to six copies being required.

It is quite impossible to demonstrate by figures the saving that might be made by transportation lines through time saved in the handling of waybills and through the channel of loss and damage claims, but in any work where legibility figures so conspicuously the benefits to be derived must be manifest to any person who will give the matter thought.

Some changes may be necessary in the forms now used by transportation lines, as well as in the methods of accounting, but eventually I hope to see all waybills and other tabulated sheets made with a typewriting machine. I am glad to have had the opportunity of expressing my views.

Yours truly,

MB

Auditor of Freight Receipts

EXERCISE 22

Mr. Frank B. Noyes,
Chicago, Illinois.

Dear Mr. Noyes:

I regret exceedingly that it is impossible for me to accept your kind invitation to attend the annual meeting and banquet of the Western Advertisers' Association.

The pressure of extra work incidental to the installing of our new plant has made it necessary for me to cancel all outside engagements.

With best wishes and the hope that the meeting will be a profitable one, I am

Sincerely yours,

Baltimore, Maryland,
February 27, 1904.

EXERCISE 23

THE LEROY DERRICK CO.
ADVERTISING AGENTS
No. 7 WEST 22d ST
NEW YORK

November 18, 1903.

Mr. Thomas Brown,
Springfield, Ohio.

Dear Sir:

We thank you for the privilege of examining your sketches. We are returning them herewith.

Two of our clients, The Findlay Company, Detroit, Michigan, and E. N. Grosvenor & Co., St. Louis, Missouri, are looking for bright young men in their advertising departments. We have taken the liberty to recommend you, and we would advise that you at once write both of these firms a strong letter.

We shall be at all times glad to keep in touch with you.

With kind regards, we are

Cordially yours,

EXERCISE 24

The Independent

130 FULTON STREET
NEW YORK
EDITORIAL ROOMS

November 28, 1904.

Mr. Clifford J. Tanner,

Cortland, N. Y.

My dear Sir:

Your letter to the editor of THE INDEPENDENT has been handed to me for reply.

We cheerfully consent to your republishing the article by Amos R. Wells, provided you give THE INDEPENDENT due credit.

Perhaps you do not know that several paragraphs of the original article were omitted from the clipping you sent us. We shall be glad to have you call at this office and refer to our files if you are desirous of republishing the article in its entirety. We have no copy of that issue that we could send to you.

Assuring you that we shall be glad to be of service, I am

Very truly yours,

Office Editor.

thus held on both sides. Long envelopes, sometimes called official envelopes, may be placed in the machine just as an ordinary sheet of paper would be. Envelopes do not go in the machine so well as sheets of paper, and it is sometimes necessary to assist the roller with the hands. An envelope should be straightened before being turned up to the line of writing. Fig. 14 shows an envelope in the machine ready for addressing.

Exercises 25 and 26 show the best forms for addresses. The name should be slightly below the center of an envelope, and, when possible, the address should be in three lines, as shown in (*a*). The second and third lines should each commence ten spaces farther to the right than the preceding; a better effect is produced with ten spaces than with five. In any arrangement, the beginning of each line should be at such a point that the beginning of all lines will touch a straight slanting line drawn from the first to the last line, as shown.

Letters mailed to large cities should bear the street address, unless the person or firm addressed is very prominent; in this case, the street address may be omitted, as in (*b*) As there are many Washingtons, Bostons, Richmonds, etc., the name of the state should always be a part of the address. There seems to be no good reason for abbreviating Ohio, Iowa, Idaho, Utah, etc. It is well to write all short state names in full.

Do not substitute the word "City" for the name of the city, for if a letter should be inadvertently mailed out of town or be missent, the postal authorities will not know what city it should be sent to.

An address of four lines may be arranged as shown in (*c*) and (*d*).

With an address like that of (*c*), it is better to abbreviate the name of the state and write it on the line with the name of the city.

It is the custom in many offices to omit punctuation marks on envelopes, as shown in (*d*), except when required by abbreviations.

EXERCISE 25

(a)

Mr. S. Roland Hall,

1098 Prospect Place.

Albany, N. Y.

(b)

Swift and Company,

Kansas City,

Missouri.

(c)

Mr. William F. Johnston,

Care of Williams & Watkins,

10 Clark Street,

Chicago, Ill.

(d)

Mr. Arthur M. Williams

256 McKinley Street

C a n t o n

Ohio

(e)

BROOKLYN WAREHOUSE AND STORAGE COMPANY,

B r o o k l y n ,

N. Y.

(f)

Mr. Henry L. Jacobs

Springfield

Care of CROWELL & CO. Ohio

(g)

The Evening Star
WASHINGTON, D. C.
NEW YORK OFFICE
TRIBUNE BUILDING

James M. Booth, Esq.,

Heathsville,

Essex County. Virginia.

(h)

Grand Rapids, April 6, 1904.

Dear Sir:

We acknowledge receipt of your esteemed order of the 2d instant. We are temporarily out of the No. 18X revolving chairs but expect a new supply from our factory on Friday. We will advise you when the shipment is made.

Trusting you will excuse the delay, we are

Truly yours,

Gardner & Co.

It is superfluous to put the abbreviation No. or the character representing it before a street number on an envelope.

When the name of a city is very short, and particularly if the name of the firm addressed is long, the appearance of the address will be helped by spacing between the letters, as shown in (*e*).

A box number, the name of a county, or the name of the person in whose care the letter is sent, may be written in the lower left-hand corner, as shown in (*f*) and (*g*).

Postal cards are inserted in the machine the same as envelopes. If necessary, the marginal stop may be moved to prevent writing too far to the edge. The right margin should be the same as that on the left and as even as possible. [See (*h*).] Postal cards require the address only on one side.

Slips of paper cut to the proper sizes will afford practice in addressing envelopes and postal cards. Accuracy in writing addresses on envelopes and postal cards is of even more importance than in letter writing. In doing this work, try to get the address in the proper place. If the lines are too high or too low, or too far to the right or left, the appearance of the envelope will be marred.

16. Exercise 27 consists of two typewritten messages, one written in the ordinary way and the other in cipher. While an operator may never have a great deal of such typewriting to do, it is well to practice the exercise with a view of becoming familiar with the style of such work.

The minimum rate for telegrams is fixed on a basis of ten words, exclusive of the address and signature; if possible, telegrams should be kept within this limit by omitting all unnecessary words.

Telegraph blanks are now furnished without ruled lines, for use on the typewriter; if these are not available and the other kind must be used, the ruled lines may be disregarded.

Accuracy is of the greatest importance in writing telegrams, especially cable messages. Words are not abbreviated in the body of a telegram, nor a word divided at the end of a line. Numbers should be written in words; first,

EXERCISE 27

POSTAL TELEGRAPH-CABLE COMPANY IN CONNECTION WITH THE COMMERCIAL CABLE COMPANY.

C. B.

JOHN W. MACKAY, President. J. O. STEVENS, Sec'y. WM. H. BAKER, V. P. & G. M.

JOHN W. MACKAY, President. ALBERT BECK, Sec'y. GEO. G. WARD, V. P. & G. M.

TELEGRAM

The Postal Telegraph-Cable Company transmits and delivers this message subject to the terms and conditions printed on the back of this blank.

Counter Number.	Time Filed. M	Check

Send the following message, without repeating, subject to the terms and conditions printed on the back hereof, which are hereby agreed to.

August 10, 1904.

Arthur W. Williams,

Globe Building, Boston, Mass.

Will arrive San Francisco Friday; forward mail and money immediately.

Thomas Collins

THE POSTAL COMPANY'S SYSTEM REACHES ALL IMPORTANT POINTS IN THE UNITED STATES AND BRITISH AMERICA, AND via COMMERCIAL CABLES, ALL THE WORLD

Form No. 260.

THE WESTERN UNION TELEGRAPH COMPANY.

INCORPORATED

23,000 OFFICES IN AMERICA. CABLE SERVICE TO ALL THE WORLD.

ROBERT C. CLOWRY, President and General Manager.

Receiver's No.	Time Filed	Check

SEND the following message subject to the terms on back hereof, which are hereby agreed to.

April 2, 1904.

Indefult,

New York.

Condition labor concern keeper sesame coast bailiwick firefly tame cider.

Carrington

☞ READ THE NOTICE AND AGREEMENT ON BACK. ☜

second, etc. should not be written 1st, 2d, etc., but spelled out. F. O. B. and C. O. D. may be written as fob and cod.

A cipher message is one used for the sake of secrecy or economy. Each word represents a sentence. For example, the word "condition" in the cipher message shown may mean "Price is satisfactory"; "labor" may mean "send at once"; and so on. Where cipher messages are used it is necessary that both the receiver and sender have copies of the code. Most large concerns have code addresses.

All messages should be copied and a confirming letter written at once.

COPYING TYPEWRITING

17. Press Copying.—There are but three practical methods of taking copies of typewriting—*press*, *carbon*, and *roller copying*. Copying ribbon must be used when copies are to be made by the press or roller machine, but record ribbons are preferable when making carbon copies because typewriting done with a record ribbon is less likely to smear when handled; however, a copying ribbon may be used. On a number of typewriters it is possible to use combination ribbons, that is, a ribbon partly record, partly copying, and partly red, or with the width in just two sections, a record section and a red section, or a copying section and a red section. Black record ribbons are best for work in which permanency is desired. When a ribbon causes dim work, turn it over and it will give good service for a short time.

Press copying is the oldest method and is, perhaps, used more than any other, although it has been superseded in a great many offices by the carbon- and roller-copying methods. By it, copies are made in books of numbered and indexed pages of tissue paper. An oil board is placed in the book and on top of this a damp cloth, on which the page of tissue paper on which the copy is to be made is smoothed out. The letter is then placed face downward on the tissue paper, another oil board placed on top of the letter, and the book closed and put in the press. After remaining a few

minutes, the tissue paper will absorb moisture from the cloth, when an impression of the writing will be transferred to it. The method is shown in Fig. 15.

In the same manner, a number of letters may be copied in a book at the same time. Often two short letters may be copied on one page; care should be taken, however, that the two letters do not overlap so as to cover any of the typewriting and thus prevent its being copied. When several

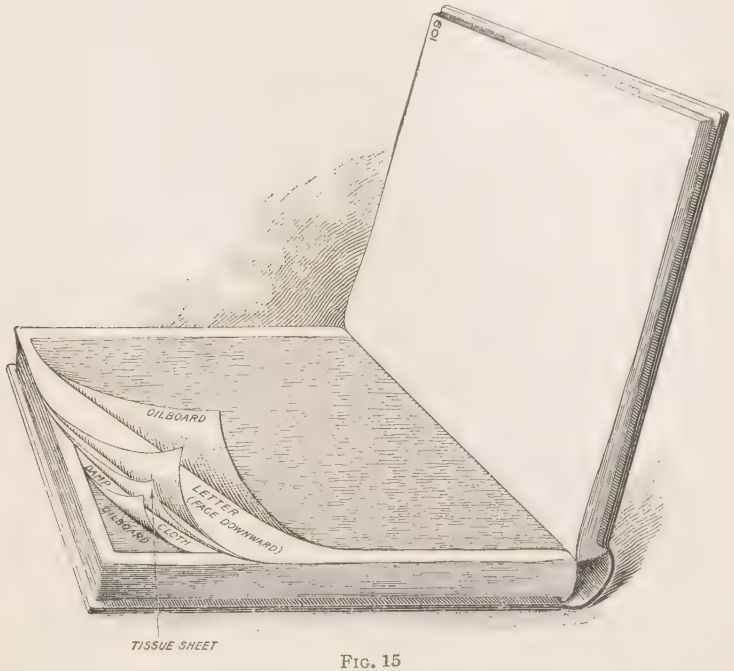


FIG. 15

pages of a letter are to be copied, they should follow in regular order.

The copying is made on the back of the page, which is transparent, and the writing is read from the numbered side. If the writing is done with a good ribbon, the cloths in proper condition, and the press screwed down tight, the copy will be made in 2 or 3 minutes. If the cloths are too wet, the appearance of the letter will be ruined; if they are not moist enough,

a long time will be required or the letters will be copied too faintly. Press copying, when well done, improves the appearance of a letter.

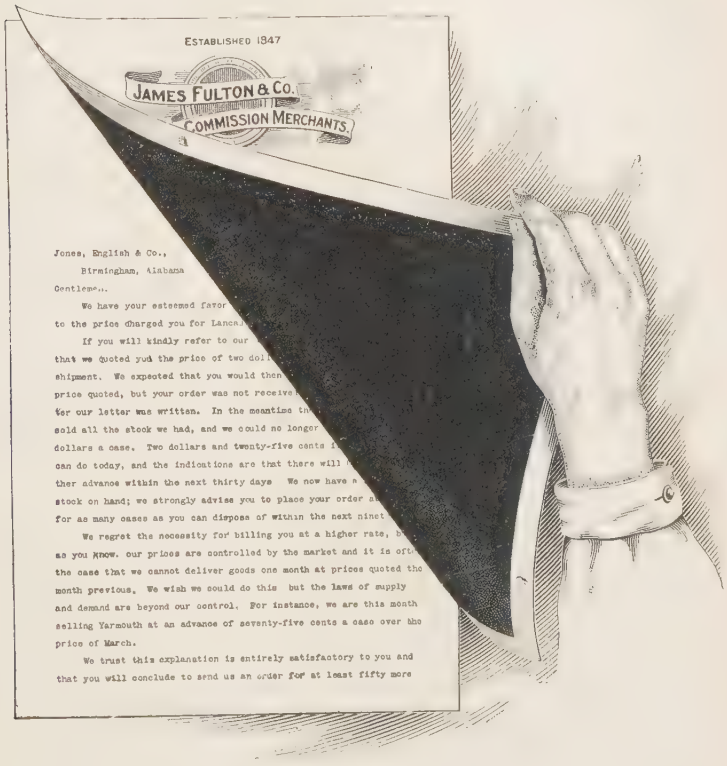
A press-copying book should be indexed promptly and regularly. The indexing should be by the surname or the name of the company. A name like The L. E. Waterman Company should be indexed under W, as "Waterman Company, The L. E." Although "The" is a part of the title, it would not be proper to index the letter under T.

When the first letter to a correspondent is entered, room should be left for other page numbers to be added; then, when other letters are written, the only labor will be to add another page number. The following form is a good one: "Waterman Company, The L. E. Pages 172–386–402–427," etc.

It is the practice in some offices, when indexing a letter, to mark on it the page number of the previous letter indexed, if any, and on this previous letter the page number of the last letter. Then, if the numbers 172 and 402 are found in blue pencil on page 386, it would indicate that a previous letter would be found on page 172 and a later one on page 402. By this method, reference need not be made to the index in following the correspondence.

18. Carbon Copying.—A great many offices, especially those of railroad companies, make carbon copies of letters, which are filed with those to which they are an answer. This method saves time, and it has the additional advantages that several copies may be made at one writing and that a copy of a reply may always be found attached to a letter. It also has some disadvantages, the chief of which is that slight corrections made on finished letters are not likely to be made on carbon copies and therefore the copy may not be an exact duplicate of the letter as it appeared when mailed. Another objection is that the carbon paper will sometimes smut the letters. With first-class material and good typewriting, however, the method has no serious drawbacks and is deservedly popular in thousands of offices. In no other way can several facsimiles be made so quickly and substantially.

The carbon paper most commonly used is that known as "semicarbon"; that is, only one side has a coated surface. Where twenty or twenty-five copies are to be made at one time, paper with both sides coated and known as "full carbon" is used, and copies are made on a sheet on each side of it.


ESTABLISHED 1847

JAMES FULTON & CO.

COMMISSION MERCHANTS.

Jones, English & Co.,

Birmingham, Alabama

Gentlemen,

We have your esteemed favor

to the price charged you for Lanca

If you will kindly refer to our

that we quoted you the price of two dol

shipment. We expected that you would then

price quoted, but your order was not receive

for our letter was written. In the meantime th

sold all the stock we had, and we could no longer

dollars a case. Two dollars and twenty-five cents i

can do today, and the indications are that there will

ther advance within the next thirty days We now have n

stock on hand; we strongly advise you to place your order a

for as many cases as you can dispose of within the next ninet

We regret the necessity for billing you at a higher rate, b

as you know. our prices are controlled by the market and it is oft

the case that we cannot deliver goods one month at prices quoted the

month previous. We wish we could do this but the laws of supply

and demand are beyond our control. For instance, we are this month

selling Yarmouth at an advance of seventy-five cents a case over the

price of March.

We trust this explanation is entirely satisfactory to you and

that you will conclude to send us an order for at least fifty more

FIG. 16

In such cases, only ten sheets of carbon paper are needed to make twenty copies.

When semicarbon paper is used, the coated side is always placed next to the sheet on which the copy is to be made. Fig. 16 shows the position of the carbon sheet with reference to the sheet on which the copy is to be made. It is easy to make a mistake and get the sheets in the machine in the

wrong way, in which case the copy will be made on the back of the sheet on which the writing is done. There should be a fixed way of arranging the sheets. A good plan for an operator to follow is to lay the printed letterhead face down with the top toward him; on this place the carbon sheet, coated side up; then lay on the copy sheet, and without changing the position, insert all in the machine.

When arranging carbon work for the machine, it is better to let the carbon sheets extend almost to the extreme lower edges of the paper, so that a line written near the bottom of the page may be copied. It is not necessary that the carbon sheet shall be nearer than $\frac{1}{2}$ or $\frac{2}{3}$ inch of the top of the letter. It is well to go over copies to see that no line is omitted because of the carbon being too short or placed too high.

With fairly thin paper, from four to ten carbon copies may be made. If a batch of sheets will not go in the machine properly, a slip of paper may be folded and placed over the ends, when they will go in the machine easily and evenly. In carbon work, it is necessary to strike the keys a little harder than when writing on a single sheet. If eight or ten copies are to be made, the stroke must be quite sharp.

It may be necessary to explain to those that have never seen carbon sheets used, that the coated surface makes an impression on the sheet next to it when the type strikes the ribbon copy. It will be obvious from this that all errors made on the ribbon copy will appear on the carbon copy. They may be corrected with a little trouble by rolling the paper backward or forward a few inches (see Fig. 2), inserting a card between the carbon sheet and the paper behind it, and erasing the error, after which the correction can be written. Where there are several carbon copies to be corrected, the erasing should begin with the carbon copy next to the roller and the card placed between this and the carbon sheet when the erasure is made on the next copy. A smut will be made if erasures are made without placing something between the carbon sheet and the letter sheet.

After carbon copies have been removed from the machine, corrections can be made in the right color by placing a small

piece of carbon paper over the ribbon. Entries in red are often made in this way in typewritten accounts by the use of red carbon paper.

The type of a machine should be very clean when doing carbon work.

The making of carbon copies should be practiced until the work can be done perfectly.

There is even greater need for accuracy in carbon work than in ordinary typewriting.

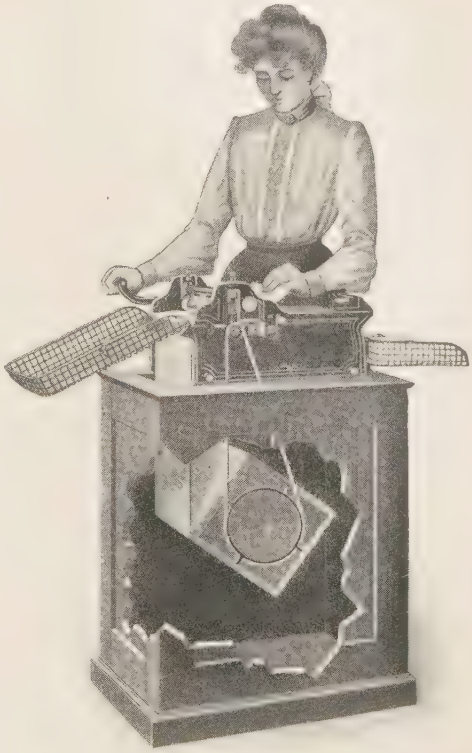


Fig. 17

19. Roller-Machine Copying. The roller copying machine shown in Fig. 17 is one of the latest inventions for copying typewriting. The signed typewritten letters are passed through rollers, just as clothes are run through a wringer, and copies are made on a long roll of tissue paper that is dampened automatically. Several copies may be made by running the letter through the machine for each copy. The tissue paper winds on a frame and the copies are cut apart by the machine knife when the tissue paper is dry; the copies are then filed. This and the carbon method are the practical ones for filing systems that require the filing of the copy of the answer with the letter to which it is a reply.

Too much attention cannot be paid to the copying and filing of letters. It is an excellent idea for stenographers to write for the catalogs of the manufacturers of modern office devices, in order that they may keep informed as to the improved methods of filing and recording.

TYPEWRITING

(PART 2)

BILLING AND TABULATING

INTRODUCTION

1. Within the last few years **typewriting** has taken the place of handwriting in many lines of accounting and recording work, and it is certain to supersede handwriting to an even greater extent. There is a demand for operators skilful in billing and tabulating, and the supply is limited. A typewriter operator that qualifies for this line of work will be in line for promotion.

Typewriting is more accurate, more legible, requires less space, and is speedier than pen writing. Machines and attachments are now made for special work, and it is possible to write almost anything on a typewriter that can be written by hand.

TYPEWRITER ATTACHMENTS

2. Among the most useful typewriter attachments for billing and tabulating work are *extra-wide carriages*, *polychrome ribbons*, *tabulators*, and *adders*.

Typewriters with **extra-wide carriages** for writing reports, statements, way bills, etc. are usually fitted with tabulators.

A **polychrome ribbon** is one that is part black and part red. It is used for printing account credits in red and for

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similar work. The red part of the ribbon is brought into position for printing by a slight shift of the ribbon guide.

A **tabulator** is a device by which, if it is desired to write columns of figures at any desired point, say, 30, 40, 50, and 60 of the typewriter scale, the stops may be set at these points, and by pressing the tabulating key the carriage will move automatically to the point where the first column is to begin.

100000.00
10000.00
1000.00
100.00
10.00
1.00
.00

FIG. 1

If it is desired to write but one column of figures and the column has both large and small amounts, the tabulating stops may be arranged for writing hundreds of thousands, tens of thousands, thousands, hundreds, tens, units, etc., as in Fig. 1.

Tabulators vary in form, but the principle is the same in all. They work with certainty, save much time, and are almost indispensable in billing and tabulating work.

As all typewriter companies give full instructions with their tabulators, it is not necessary to go into a detailed explanation of any particular one.

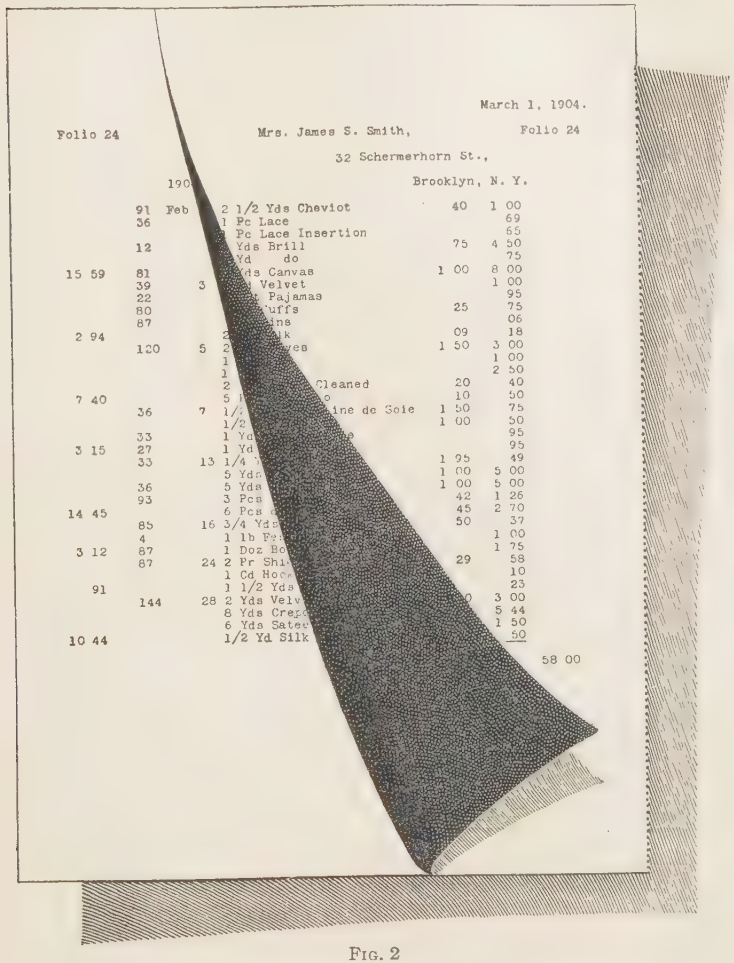
Special machines are now available with an **adder** or **adding device** by the aid of which the total of a bill that is written on the machine may be quickly computed and written without taking the paper out of the machine. This attachment is not, however, of particular service on a machine designed for ordinary work.

BILLING AND TABULATING WORK

3. In order that a good idea may be formed of prevailing methods, examples of actual billing and tabulating work are shown in Figs. 2 to 11. In such work, on account of the lack of space, it is permissible and often necessary to make contractions and omissions that otherwise would not be in good form. Too much abbreviation, however, may make the work obscure, and it is wise to avoid it as much as possible.

A bill-and-sales record written in one color is shown in Fig. 2. The figures in the left column are the totals of

each day's purchases, and the figures in the next column are the salesmen's numbers; these appear only on the carbon copy. The items are written on the bill at the time of pur-



March 1, 1904.

Folio 24 — Mrs. James S. Smith, — Folio 24

32 Schermerhorn St.,

Brooklyn, N. Y.

	91	Feb	2 1/2 Yds Cheviot	40	1	00
	36		1 Pc Lace			69
			1 Pc Lace Insertion			55
	12		Yds Brill	75	4	50
			Yd do			75
15 59	81		Yds Canvas	1 00	8	00
	39	3	Velvet		1	00
	22		Pajamas			95
	80		Cuffs	25		75
	87					06
2 94				09		18
	120	5		1 50	3	00
					1	00
					2	50
			Cleaned	20		40
7 40				10		50
	36	7	ine de Soie	1 50		75
				1 00		50
	33					95
3 15	27					95
	33	13		1 95		49
				1 00	5	00
	36			1 00	5	00
	93			42	1	26
14 45				45	2	70
	85	16		50		37
	4				1	00
3 12	87				1	75
	87	24		29		58
						10
91						23
	144	28		0	3	00
					5	44
					1	50
10 44			1/2 Yd Silk			50
					58	00

Fig. 2

chase, and at the end of the month the top sheet is torn off and sent to the customer. The carbon sheet is used for posting to the ledger, and is then filed or bound in a book.

(2) May 1, 1904.

Mrs. James M. Burton (Continued) F 224

			Forward			294	72	5	00
	15	Apr 24	1 Pattern				15		
	79		1 Jockey Club Cologne				85		
2	00		1 Hair Brush			1	00		
38	97	27	1 1/2 Yds Gingham		25		38		
		28	1 Pc Ribbon			2	25		
	84		1 Rug			50	00		
55 25	71		1 Pr Shoes			3	00		
	169	30	1 Box Paper & Envelopes				75		
	27		1 1/2 Yds Spangle Trimming		68	1	02		
	16		1 Umbrella			1	98		
	101		1 Chair recovered in Tapestry			15	00		
20 50	37		1 Pc Long Cloth			1	75		
		21	1 Hair Brush						85
						372	85	5	85
			Contra			5	85		
						367	00		

F 224

JOURNEAY & BURNHAM,

24 TO 42 FLATBUSH AVENUE,
JUNCTION OF FULTON STREET,
BROOKLYN, N. Y. May 1, 1904

SOLD TO Mrs. James M. Burton, F 224

218 Simpson Place,

1904 Brooklyn, N. Y.

	DATE		CHARGES		CREDITS	
	Apr 1	ACCOUNT RENDERED	175	85		
		By Cash			175	85
66		1 Pyrography Outfit	5	00		
		1 Box Paints	3	25		
4		1 Pr Blankets	4	00		
12		4 1/2 Yds Black Dress Goods 1 00	4	50		
3		1 Suit	15	50		
15		15 Yds Silk 1 00	15	00		
204		1 Corset	2	50		
103		1 Gown	100	00		
166		3 1/2 Yds Mixed Suiting 1 25	4	38		
40		1 Yd Flannel		20		
56		1 Pr Gloves	1	95		
21		1 Doz Handkerchiefs	3	00		
113		6 Pr Hose 19	1	14		
B260		1 Punch Bowl	80	00		
B260		1 Doz Cups and Saucers	4	50		
36		15 Yds Lace 75	11	25		
256 92		1 Corset Cover		75		
	2	1 Box Paints			3	25
131	4	1 Suit Case	5	00		
5		1 Table Cloth	5	75		
		1 Doz Towels	1	75		
13 38 88	6	3 1/2 Yds percaline 25		88		
22		1/2 Doz Collars 2 75	1	38		
		1 Tie	1	00		
8 38		2 Shirts -- to order 3 00	6	00		
	11	1 Doz Towels			1	75
15 00 78	14	1 Hat	15	00		
26	21	1 Spool Silk		09		
		1 Pr Scissors		45		
1 04		1 Doz Cotton		50		
		Forward	294	72	5	00

FIG. 3

Mills and Lumber Yard
Foster City, Mich.

PAYABLE IN CHICAGO, NEW YORK EXCHANGE, OR PREPAID EXPRESS REMITTANCE

Office and Warehouse
22nd & Union Chicago

The Morgan Company

Manufacturers of

Sash, Doors, Blinds, Mouldings,
Fine Interior Finish Etc.

Oshkosh, Wis, March 27, 1903.

Order 12745
F.C.B. Deld
Car #42387 C & N W
Via C & N W
Amt $490.81

Sold to M. L. Smith, Esq.,
Podunk Jct., Wis.

Terms 90 Days 2 per cent off 10 days from date on net amount of invoice

100	Drs 2-6 x 6-6 1⅜)		2.15	215.00	
12	" 2-4 x 6-6 ") 4 Pan #3		2.15	25.80	
50	" 2-6 x 6-6 ")		2.40	120.00	
		30%		360.80	252.56
25	Wds 22 x 30)		1.02	25.50	
25	" 24 x 24)		.89	22.25	
50	" 24 x 26)		.94	47.00	
50	" 24 x 28)		.99	49.50	
75	" 24 x 30) 2 Lt 1⅜ Ck Open		1.05	78.75	
15	" 24 x 32)		1.10	16.50	
10	" 26 x 28)		1.03	10.30	
10	" 26 x 30)		1.09	10.90	
10	" 28 x 30)		1.13	11.30	
10	Wds 9 x 12 12 Lt 1⅜ Ck Open		1.12	11.20	
10	" 10 x 12 " " " "		1.19	11.90	
100	Cell Sash 12 x 24) 2 Lt 1⅜ Open 3" Bot Rl		.50	50.00	
40	" " 12 x 16)		.57	22.80	
30	Barn Sash 8 x 10)		.43	12.90	
50	" " 9 x 12) 4 Lt 1⅜ Open		.50	25.00	
50	" " 10 x 12)		.50	25.00	
10	" " 10 x 14)		.57	5.70	
50	Wds 8 x 10 12 Lt 1⅜ Pl Open		.80	40.00	
		50%		476.50	238.25
					$490.81

Invoice No. 7846

Fig. 4

DAILY REPORT

Date April 5, 1904.

Papers	Mailed	Total	Copies Received	Total	Bonuses	Total
No. 1	50	7773	4	3773		641
No. 1a	6	2685		1746		282
No. 2	1	3273	1	2347		477
No. 3		2746	1	2056		400
No. 4	2	2297	1	1762		329
No. 5	1	1891		1528		78
No. 6	1	1658		1340		109
No. 7		1459		1164		84
No. 8		1256		1043		205
No. 9	1	1150		928		204
No. 10		986		808		51
No. 11		888		723		61
No. 12		771	1	661		18
No. 13	1	646		581		26
No. 14		590		527		19
No. 15		563		436		32
No. 16		449		388		42
No. 17		426		334		29
No. 18		372		304		21
No. 19		325	1	259		20
No. 20	1	282		229		82
No. 21		252	1	210		18
No. 22		238		188		22
No. 23	1	202		160		4
No. 24		174	1	150		28
No. 25	1	162		137		17
No. 26		148		117		22
No. 27		119	1	110		7
No. 28	1	117	1	93		3
No. 29	1	96	1	83		23
No. 30	1	79	3	19		
Grand Total	69	34073	17	24204		3354

Miscellaneous	Letters	Total
Information	6	3039
Assurance	31	2687
Departments	16	1357
Solicitation		4735
Prospectives	10	
Special	53	3838
Miscellaneous	18	552
Total for the Day	134	
		16208

Respectfully,

FIG. 5

The Mutual Benefit Life Insurance Co.

OF NEWARK, N. J.

Statement of Dividends and Values,

Policy No. 99,011 on the life of _____

Issued August 15, 1903, at age 37, Basis of $ 10,000, Annual Premium, $ 277.60

Ordinary Life Plan.

The Dividends have been used to accelerate or hasten the time at which the Policy will become payable, and have also increased all annual values, as per table below.

Total 20 years premiums paid, $ 5,552.00

At End of Year	Dividends	Age Payable	Amount Payable at such Age	ANNUAL OPTIONS.					
				1st Cash Surrender Value 2d Loan Value	IN CASE OF LAPSE OF POLICY 3d Extended Insurance		4th Ext. Insurance with Cash Payable at End of Endowment, if Party Lives		5th Paid-Up Policy
					Years	Days	Years		
2	$55.50	82	$10,130						
3	63.40	79	10,040						
4	57.70	78	10,500						
5	62.60	76	10,080						
6	67.30	75	10,200						
7	70.50	74	10,220						
8	73.10	73	10,150						
9	77.30	72	10,040						
10	80.60	72	10,530						
11	83.60	71	10,320						
12	86.90	70	10,080						
13	90.50	70	10,460						
14	94.20	69	10,170						
15	98.20	69	10,500	$3,473	19	206	17	$1,640	$5,890
16	92.60	68	10,150	3,844	20	86	15	3,000	6,170
17	96.50	68	10,420	4,220	20	343	14	3,720	6,570
18	170.00	67	10,040	4,640	21	269	12	4,870	6,810
19	105.00	67	10,280	5,070	22	248	11	5,630	7,200
20	109.50	67	10,510	5,520	23	320	10	6,360	7,590

ADDITIONAL OPTIONS AT END OF 20th YEAR.

6th. Continue the Policy for $ 10,000, due at age 67, and Draw Annual Dividends in cash.

7th. Continue the Policy for $ 10,000, paying premiums in full and using Dividends to still further shorten the time and increase all annual values.

Frank L. Wilson, Agent.

FIG. 6

POLICY DIVISION.

THE PROPERTY OF THE HARTFORD LIFE INSURANCE COMPANY

Intermediate Department. LIFE POLICY REGISTER LIST

Form 4110.

Policies Called List Checked ____ Total Checked ____

C. W. Justin, Agent at Cincinnati, Ohio Commencing the 16th day of March 1900.

This column for Agent's use in checking with Collection Book Page.	No of Policy Previous Total.	NAME OF ASSURED.	RESIDENCE Town or City— Cincinnati	Age at Entry	Amount Insured	Monthly Premium Previous Total. 1st Col.	2d Col.	Date of Policy 1900	Date of Last Payment.	Arrears Due	Advance Payments Received Last Policy Anniversary Date	Total of Last Policy Anniversary Date
	400437	Henry Johnson	329 Smith St.	32	200	.53		Mar. 8				
	438	Ella Brown	661 W. Fifth St.	26	100	.23		Mar. 8				
	439	Charles Howard	2308 So. May St.	31	200	.52		Mar. 8				
	440	Sarah Fewkery	2 Smith Court	21	200	.40		Mar. 8				
	441	Joseph Wilson	320 George St.	41	200	.71		Mar. 8				
	442	Lou G. Polk	711 Hopkins St.	58	200	1.59		Mar. 8				
	443	Nellie Crumble	2308 So. May St.	20	200	.39		Mar. 8				
	444	Celia Robinson	412 East Sixth St.	25	300	.66		Mar. 8				
	445	Nannie Pelton	538 Carlisle Ave.	38	250	.80		Mar. 8				
	446	Mary Sansbury	420 McAllister St.	43	100	.38		Mar. 8				
	447	Annie White	28 Taylor St.	47	100	.45		Mar. 8				
	448	Frederick J. Pelton	538 Carlisle Ave.	34	250	.70		Mar. 8				
	449	Hulda Carter	28 Taylor St.	36	100	.30		Mar. 8				
	450	Robert T. Ellyson	420 McAllister St.	41	100	.35		Mar. 8				
	451	Isaac Dick	120 W. Fifth St.	41	150	.53		Mar. 8				
	452	Julia Jones	517 Centre Ave.	35	100	.29		Mar. 8				
	453	Carrie Robinson	323 John St.	21	300	.60		Mar. 8				
	454	Joseph Robinson	323 John St.	52	100	.57		Mar. 8				
	455	Alice Sousley	36 Avery St.	39	100	.33		Mar. 8				
	456	Ellen Balenger	84 Avery St.	28	100	.24		Mar. 8				
	457	Mollie A. Williams	613 W. Fourth St.	36	200	.60		Mar. 8				
	458	Minnie J. Gant	613 W. Fourth St.	41	600	2.12		Mar. 8				
	459	Katie Robinson	549 Pierson St.	25	500	1.10		Mar. 8				
	460	Katie Rainey	549 Pierson St.	20	500	.98		Mar. 8				
	461	Marie E. Elmore	57 Avery Alley	17	200	.39		Mar. 8				
	462	Emma Robinson	549 Pierson St.	35	200	.58		Mar. 8				
	463	Harry Dessaner	519 Race St.	23	150	.32		Mar. 8				
	464	Carrie Bellwood	326 Richmond St.	24	100	.22		Mar. 8				
	465	Lizzie Laux	1614 Moore	33	100	.27		Mar. 8				
	466	Josiephina Heffron	627 Webb Alley	40	100	.34		Mar. 8				
	467	Wm. H. Mayberry	529 W. Fifth St.	24	100	.22		Mar. 8				
	468	James Jones	906 John St.	17	400	.78		Mar. 8				
	469	Josephine Dunn	2302 So. May St.	26	100	.23		Mar. 8				
	470	Bettie Davis	661 W. Fifth St.	36	200	.60		Mar. 8				
	471	Levi Cook	234 W. Third St.	30	250	.63		Mar. 8				

Total No. Policies ____

Total Premiums for 1st of Month,		
" " " 8th "		
" " " 19th "		
" " " 23d "		
Total Premiums in Life Register,		

Totals, 1st and 2d Columns for this issue, ____ ____

TOTAL PREMIUMS LIFE REGISTER, Forward

Totals to be Debited and Credited in Account for this date, ____ ____

G1147

LIFE REG. POLIO

Carefully examine this Official List of Policies issued to your Agency, and, if correct, include it in your Life Policy Register next in order to the last preceding List and record full particulars of the Policies in your Collection Book. See that the "Previous Totals" hereon have been correctly carried forward, and that the additions are correct, and that all the particulars on the Policy and list agree. If any discrepancies are found, immediately bring them to the notice of the Home Office. In your Account for the above date Debit yourself with the total of the "Arrears" column and Credit yourself with the total of the "Advance Payments" column. ☞ Premiums entered in the "1st Premium" column only will be credited to your Special Salary Account.

00

FIG. 7

Monmouth, Ill., November 11, 1899.

To National Bank of the Republic, Chicago,

Enclosed please find for credit of the SECOND NAT'L BANK OF MONMOUTH, items as listed below:

No.	DRAWER	PLACE	DRAWEE	PLACE DRAWN ON	1st ENDORSER	LAST ENDORSER	AMOUNT
					Ourselves		$1258.37
827733	Nat'l Live Stock	Chicago	First Nat'l	Chicago	Swegle & Travers	Bk.London Ms.	10.53
125033	First Nat'l	Abingdon,Ill.	" "	"	Monmouth Pottery Co		9.55
131316	Winneshiek Co. Bk.	Decorah,Ia.	" "	"	Pattee Plow Co.		135.00
27850	Farmers Bank	Casey,Ia.	" "	"	Ourselves		8050.00
346685	First Nat'l	Galesburg,Ill.	Metropolitan Nat'l	"	S.A.Hendee	St.Roseville	3000.00
63232	Citizens Bank	Bushnell,Ill.	" "	"	Ourselves		1200.00
58345	People's Nat'l	Monmouth,Ill.	Merchants Nat'l	"	James McNamara	M.M.& M.Co.	7.45
117221	St.Central Svgs.	Keokuk,Ia.	" "	"	Pattee Plow Co.		.88
22813	A.Freund & Co.	Lowden,Ia.	Union Nat'l	"	G.H.Cochran		39.03
575402	C.B.& Q.R.R.Co.	Chicago	Commercial Nat'l	"	Edison Illuminating Co.		25.50
3597	Western Electric Co.	"	Corn Ex.Nat'l	"	Maple City Cigar Co.		120.00
14523	Farmers Svgs.	Keota,Ia.	Union Nat'l	"	Bank of London Mills		38.00
29010	Fairview Bkg Co.	Fairview,Ill.	Nat'l Republic	"	Bank London Mills		112.29
50900	Bk.Ellisville	Ellisville,Ill.	" "	"	Monmouth Min.& Mfg Co.		14.51
84930	Cedar Co.State	Tipton,Ia	Bankers Nat'l	"	State Rooseville		65.00
11750	Hustons & McCord	Blandinsville,I.	" "	"	Monmouth Pottery Co.		37.27
17389	Citizens Nat'l	Stevens Point,W.	" "	"	Maple City Cigar Co.		9.90
92014	Peoples State	W.Liberty,Ia.	America Nat'l	"	Bertha Daymude		1.25
29845	State Bank	Chicago	State Bank	"	Mrs.Jennie Hunter	E.B.Colwell	25.00
37837	Farmers Nat'l	Pawnee City,Neb	Hanover Nat'l	New York	Monmouth Pottery Co.		8.65
13662	Bk.of Conway	Conway,Ark.	" "	"	Recorder of Warren Co.		1.50
87151	Winnebago Nat'l	Rockford,Ill.	" "	"	Ourselves		25.12
2079	Bk.of Durand	Durand,Mich.	Western Nat'l	"	Ourselves		10.94
3925	State Bank	Bradshaw,Neb.	Kountze Bros	"	Pattee Plow Co.		178.63
21660	Continental Nat'l	Chicago	" "	"	Ourselves		9.10
52376	Scoll County	Jordan,Minn.	Nat'l Republic	"	Ourselves		49.64
8644	Citizens Bank	Prescott,Ark.	Boatmen's Bank	St. Louis,Mo.	Mon.Pottery Co.		600.00
91	Mon.Pottery Co.	St.Louis,Mo.	Am.Exchange	" "	" " "		35.63
23975	Bk.Perryville	Perryville,Mo.	Third Nat'l	" "	" " "		8.19
12201	First Nat'l	W.Plains,Mo.	" "	" "	Madison C.Adkins	Bk.London Ms.	24.00
593044	U.S.Pension Agency	St.Louis,Mo.	Asst.Treas.U.S.	" "	Ourselves		12.60
28286	Kingston Svgs.	Kingston,Mo.	Nat'l Commerce	St Joseph,Mo.	Roundtree & Gardner	M.M.& M.Co.	45.06
5053	Green County Bk.	Brodhead,Wis.	Milwaukee Nat'l	Milwaukee,Wis.	E.M.Eggers	Bk.London Ms.	15.31
63237	Priebe & Simater	Peoria,Ill.	Commercial Nat'l	Peoria,Ill.	" "	" " "	46.64
53247	" "	"	" "	"			
						Total.....	$15230.54

G1049

FIG. 8

WEIGH CAR AT..... (COPYING INK)

WEIGHED

At .....

Gross .....

Tare .....

Allowance .....

Net .....

Weighed by .....

Date .....

CANADIAN PACIFIC RAILWAY COMPANY.

FREIGHT WAY-BILL.

Form 5 C. 27-9-00

FROM	TO	DATE	Way-Bill Number	Agent at Destination Must
MONTREAL QUE	LONDON ONT	JUNE 1/1901	G15267	

DESCRIPTION OF CAR

INITIALS	NUMBER	LENGTH	CAPACITY	VIA
C P	67543	40	30,000	

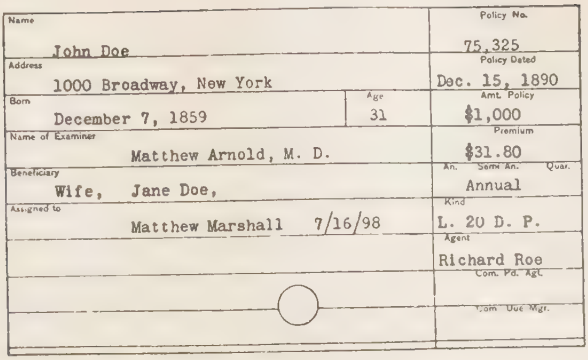
NOTE Agents in Way-Billing Freight will not enter odd pounds, when the fraction is 5 or over call it 10 pounds; when under 5 call it 0

Agents must give reference to authority for rates used.

STAMP DATE RECEIVED

SHIPPER	CONSIGNEE AND DESTINATION	No. of Pkgs	DESCRIPTION OF ARTICLES	WEIGHT	Actual or Est. Wt.	RATE	UNPAID	ADV. CHARGE	PREPAID	FOREIGN PREPAID	FOREIGN COLLECT
LINE CO 3456	J B FRERIE LONDON ONT	2	CS D GOODS <8> SO	100	F/G	56	.56				.56
B R BROS 3457	FARNHAM BROS & CO DO	1	BX GROC	50		56	.28				
		1	BX CRAX	30		45	.15				
		1	BX C SOAP 40								
H&CO 3458	WHITEMAN & DOEUR DO	2	CS SAPOLIO 60	100		32	.32				.75
		4	CS COT PC GDS #8290	200		45	.90				.90
B F B 3459	ALCOTT & DOUGLASS DO	2	CS PAT MEDC 30								
		1	BX DRUGS 90	120		56	.67				.67
				600			2.88				2.88

FIG. 9



Name		Policy No.
John Doe		75,325
Address		Policy Dated
1000 Broadway, New York		Dec. 15, 1890
Born	Age	Amt. Policy
December 7, 1859	31	$1,000
Name of Examiner		Premium
Matthew Arnold, M. D.		$31.80
Beneficiary		An. Semi An. Quar.
Wife, Jane Doe,		Annual
Assigned to		Kind
Matthew Marshall 7/16/98		L. 20 D. P.
		Agent
		Richard Roe
		Com. Pd. Agt.
		Com. Due Mgr.

Fig. 11

Bought of	No.
Zachary Taylor & Co.	118
Address	Their No.
1000 Canal St., New Orleans, La.	2,512
Article	
100 doz., style 22, dining chairs	
Sells for	Cost
$50. doz., $5. each	$36. doz.
Remarks	
50 doz. to be delivered March 1, 1901	
50 " " " "	April 1, 1901

Fig. 12

Name	Street
Aaron Burr & Co.	1000 Montgomery Street
Post Office	State
San Francisco	California
Agent John Smith - Prem. Advt.	San Francisco - Cal. Cash

Begins	Expires	Amt.	Begins	Expires	Amt.
1/9/89	1/9/91	4.	1/9/00	1/9/4	8.
1/9/91	1/9/93	4.			
1/9/93	1/9/96	6.			
1/9/96	1/9/00	8.			

Fig. 13

Name							Date			
Charles Sumner & Bros.							2/25/1			
Address 1000 Broadway, New York							Rating B 1 L A			
Buyer &c. Adam Smith							Business Hardware			
Printed matter sent							Inquiries Received			
27	1/15/0	107	10/15/0				107	10/18/0		
35	2/12/0									
38	4/ 6/0									
55	8/27/0									
Special Letters 11/5/0, 1/8/1.										

FIG. 14

G69 India

W664 Williams, Monier. Modern India and the Indians. Second ed. London, 1878. 8°.

FIG. 15

G945 Alaska. Description and travel.

H383 Henderson, A. P. Rainbow's End, Alaska. Chic. 1898. 12°.

FIG. 16

Fig. 3 shows a bill-and-sales record arranged in two parts; "F 224" is the number of the ledger account. The credits on such bills may be written in red with a polychrome ribbon or red carbon. Fair results will be secured by holding a piece of red carbon paper between the ribbon and the paper when the credits are written, but it is more convenient to have a polychrome ribbon.

Fig. 4 is a lumber bill written on a machine fitted with a special style of type. Machines with type and characters for almost any line of work may be had; for instance, special characters are made for the drug business.

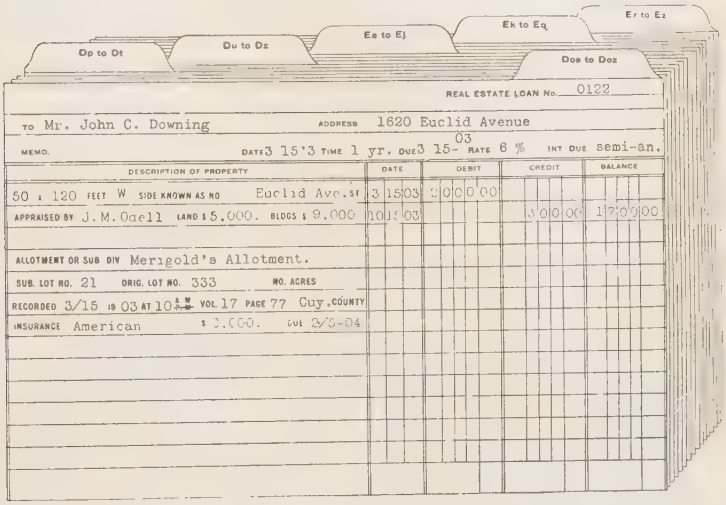

Dp to Dt
Du to Dz
Es to Ej
Ek to Eq
Er to Ez
Dos to Doz
REAL ESTATE LOAN No. 0122
TO Mr. John C. Downing
ADDRESS 1620 Euclid Avenue
MEMO.
DATE 3 15 '03 TIME 1 yr. DUE 3 15 '03 RATE 6 % INT DUE semi-an.
DESCRIPTION OF PROPERTY
DATE
DEBIT
CREDIT
BALANCE
50 x 120 FEET W SIDE KNOWN AS NO. Euclid Ave. ST
3 15 03
2000 00
APPRAISED BY J. M. Oaell LAND $ 5,000. BLDGS $ 9,000
3 00 00
1700 00
ALLOTMENT OR SUB DIV Merigold's Allotment.
SUB. LOT NO. 21 ORIG. LOT NO. 333 NO. ACRES
RECORDED 3/15 19 03 AT 10 A M VOL. 17 PAGE 77 Cuy. COUNTY
INSURANCE American $ 2,000. DUE 2/3-04

FIG. 17

Fig. 5 is an example of a daily report. Work of this character is common in nearly all offices.

A good example of "filling-in" work is shown in Fig. 6, which is a statement of dividends and values of a life-insurance policy. It is easy, in work of this kind, to set the tabular stops for the columns after the ruled form has been adjusted in the machine; the work is then no more difficult than any typewriting abounding in figures.

Figs. 7, 8, 9, and 10 are examples of work done on machines with extra-wide carriages. The original sheet from which

Fig. 7 was reproduced was 12 inches wide; that of Fig. 8 was 13 inches wide; and that of Fig. 10 was 17 inches wide. It is not likely that many learners will have machines on which to practice writing these large forms, but they should be carefully studied, as practice work of a similar character

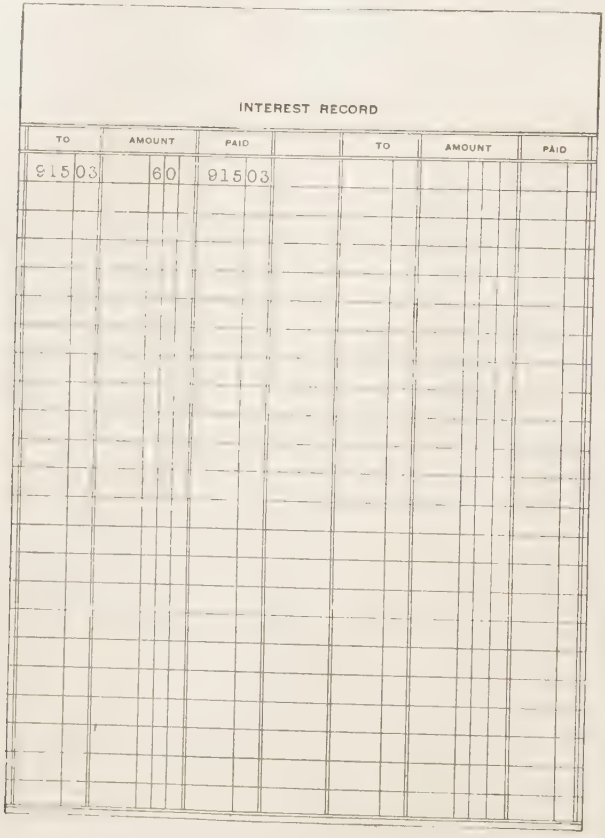


Fig. 18

will be given them to write on a machine with the usual width of carriage. There is no essential difference in method in writing on a large or small machine, and if one is proficient in billing and tabulating work there will be no great difficulty with large work.

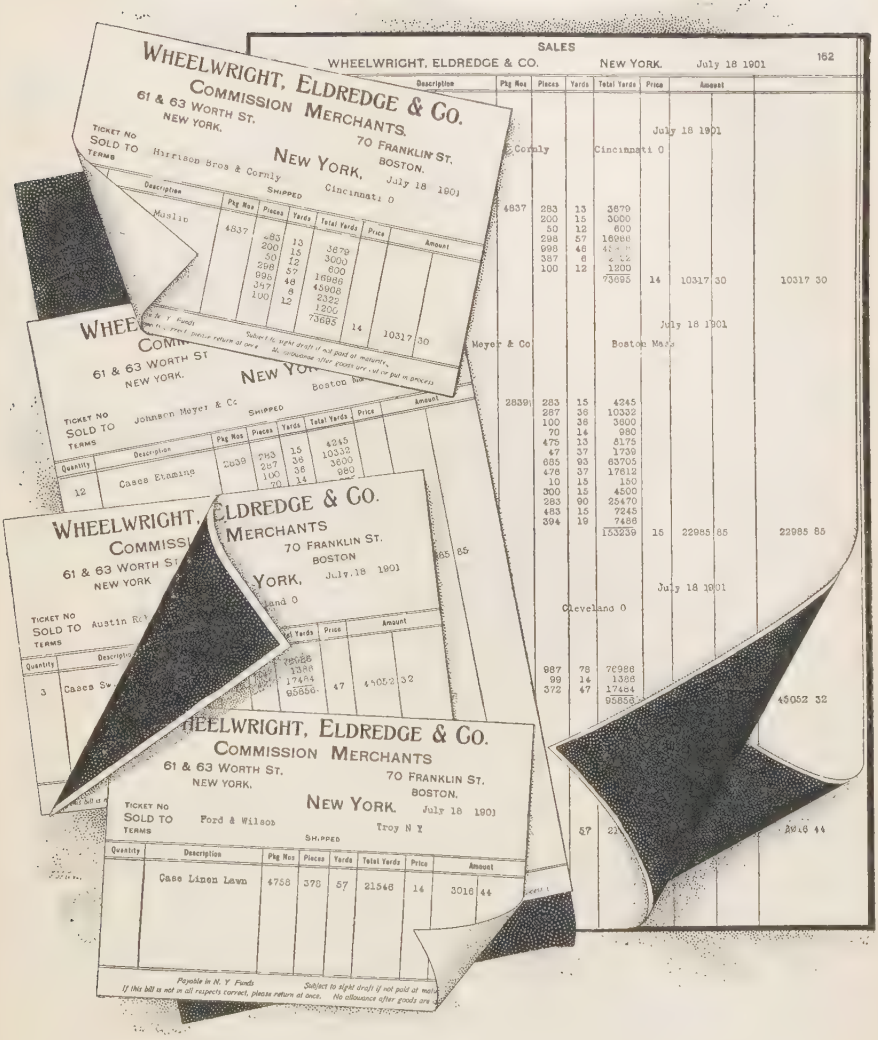

SALES
WHEELWRIGHT, ELDREDGE & CO.
NEW YORK.
July 18 1901
162
WHEELWRIGHT, ELDREDGE & CO.
COMMISSION MERCHANTS
61 & 63 WORTH ST.
NEW YORK.
70 FRANKLIN ST.
BOSTON.
NEW YORK, July 18 1901
TICKET NO
SOLD TO Harrison Bros & Cornly
TERMS
SHIPPED Cincinnati O
Description
Pkg Nos
Pieces
Yards
Total Yards
Price
Amount
Manlio
4837
483 13 3679
200 15 3000
50 12 600
298 57 16986
995 48 45908
387 8 2322
100 12 1200
73685 14 10317 30
Payable in N. Y. Funds
If this bill is not in all respects correct, please return at once.
Subject to sight draft if not paid at maturity.
No allowance after goods are put in process.
10317 30
July 18 1901
Meyer & Co
Boston Mass
2839
283 15 4245
287 36 10332
100 36 3600
70 14 980
475 13 8175
47 37 1739
685 93 63705
476 37 17612
10 18 180
300 15 4500
283 90 25470
483 15 7245
394 19 7486
153239 16 22985 85
22985 85
July 18 1901
Cleveland O
987 78 76986
99 14 1386
372 47 17484
95858
45052 32
57 21
3016 44
Ford & Wilson
Troy N Y
4758
378 57 21546 14 3016 44
Case Linen Lawn

FIG. 19

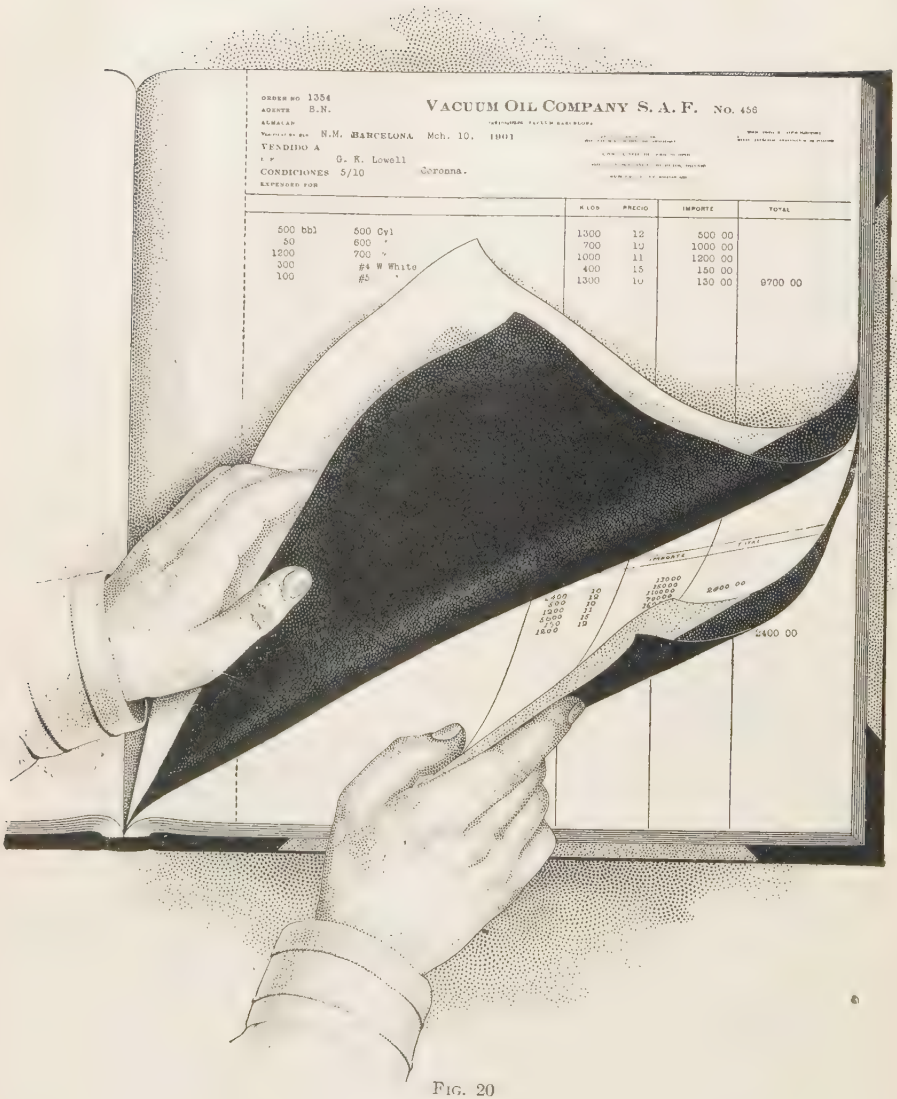

ORDEN NO 1354
AGENTE B.N.
VACUUM OIL COMPANY S. A. F. No. 456
N.M. BARCELONA Mch. 10. 1901
VENDIDO A
G. K. Lowell
CONDICIONES 5/10 Gerona.
EXPEDIDO POR
K LOS PRECIO IMPORTE TOTAL
500 bbl 500 Cyl 1300 12 500 00
50 600 " 700 10 1000 00
1200 700 " 1000 11 1200 00
300 #4 W White 400 15 150 00
100 #5 1300 10 130 00 9700 00
IMPORTE TOTAL
2400 00
2400 00

FIG. 20

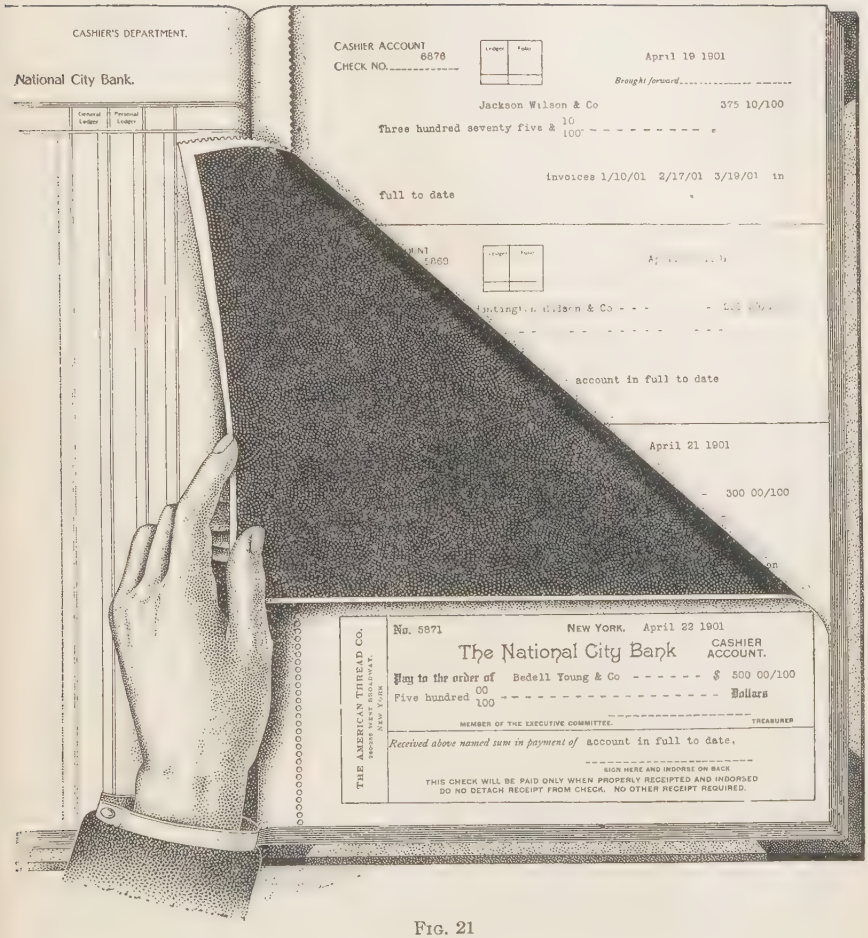
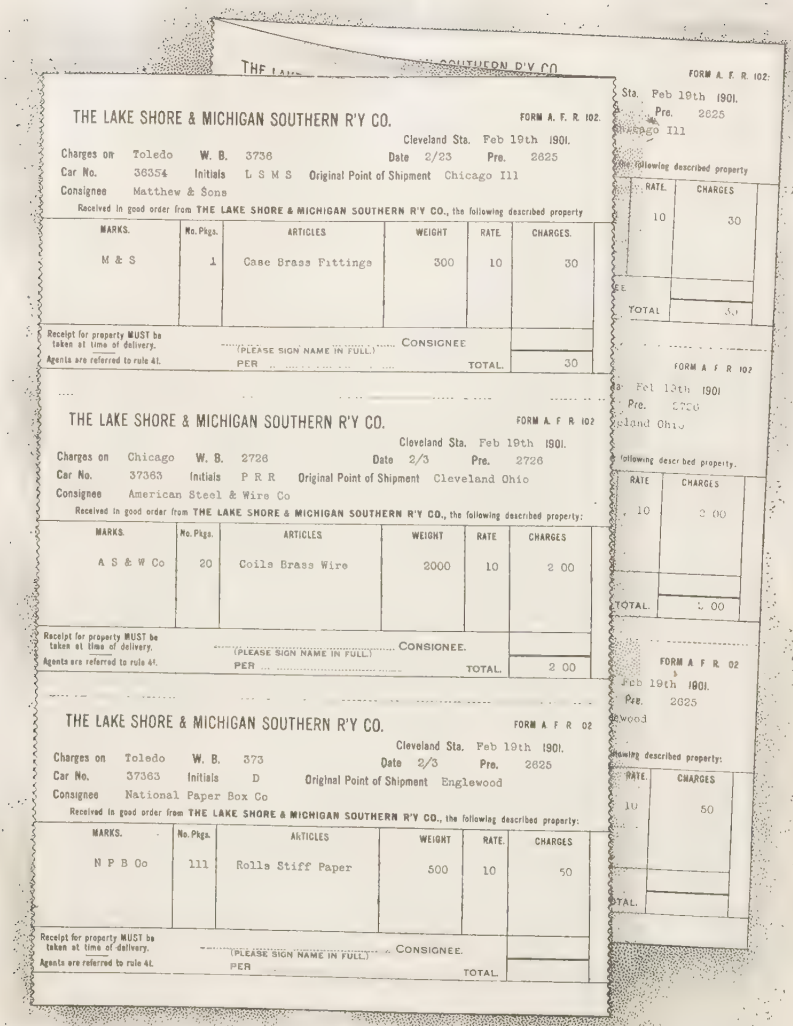

CASHIER'S DEPARTMENT.
National City Bank.
General Ledger
Personal Ledger
CASHIER ACCOUNT
6870
CHECK NO.
Ledger
Folio
April 19 1901
Brought forward
Jackson Wilson & Co
375 10/100
Three hundred seventy five & 10/100
invoices 1/10/01 2/17/01 3/19/01 in
full to date
account in full to date
April 21 1901
300 00/100
THE AMERICAN THREAD CO.
NEW YORK
No. 5871
NEW YORK. April 22 1901
The National City Bank
CASHIER ACCOUNT.
Pay to the order of Bedell Young & Co
$ 500 00/100
Five hundred 00/100
Dollars
MEMBER OF THE EXECUTIVE COMMITTEE.
TREASURER
Received above named sum in payment of account in full to date.
SIGN HERE AND INDORSE ON BACK.
THIS CHECK WILL BE PAID ONLY WHEN PROPERLY RECEIPTED AND INDORSED
DO NO DETACH RECEIPT FROM CHECK. NO OTHER RECEIPT REQUIRED.

FIG. 21



THE LAKE SHORE & MICHIGAN SOUTHERN R'Y CO. FORM A. F. R. 102.

Cleveland Sta. Feb 19th 1901.

Charges on Toledo W. B. 3736 Date 2/23 Pre. 2625
Car No. 36354 Initials L S M S Original Point of Shipment Chicago Ill
Consignee Matthew & Sons

Received in good order from THE LAKE SHORE & MICHIGAN SOUTHERN R'Y CO., the following described property

MARKS.	No. Pkgs.	ARTICLES	WEIGHT	RATE.	CHARGES.
M & S	1	Case Brass Fittings	300	10	30

Receipt for property MUST be taken at time of delivery.
Agents are referred to rule 41.

(PLEASE SIGN NAME IN FULL.) CONSIGNEE
PER
TOTAL. 30

THE LAKE SHORE & MICHIGAN SOUTHERN R'Y CO. FORM A. F. R. 102

Cleveland Sta. Feb 19th 1901.

Charges on Chicago W. B. 2726 Date 2/3 Pre. 2726
Car No. 37363 Initials P R R Original Point of Shipment Cleveland Ohio
Consignee American Steel & Wire Co

Received in good order from THE LAKE SHORE & MICHIGAN SOUTHERN R'Y CO., the following described property:

MARKS.	No. Pkgs.	ARTICLES	WEIGHT	RATE	CHARGES
A S & W Co	20	Coils Brass Wire	2000	10	2 00

Receipt for property MUST be taken at time of delivery.
Agents are referred to rule 41.

(PLEASE SIGN NAME IN FULL.) CONSIGNEE.
PER
TOTAL. 2 00

THE LAKE SHORE & MICHIGAN SOUTHERN R'Y CO. FORM A F R 02

Cleveland Sta. Feb 19th 1901.

Charges on Toledo W. B. 373 Date 2/3 Pre. 2625
Car No. 37363 Initials D Original Point of Shipment Englewood
Consignee National Paper Box Co

Received in good order from THE LAKE SHORE & MICHIGAN SOUTHERN R'Y CO., the following described property:

MARKS.	No. Pkgs.	ARTICLES	WEIGHT	RATE.	CHARGES
N P B Co	111	Rolls Stiff Paper	500	10	50

Receipt for property MUST be taken at time of delivery.
Agents are referred to rule 41.

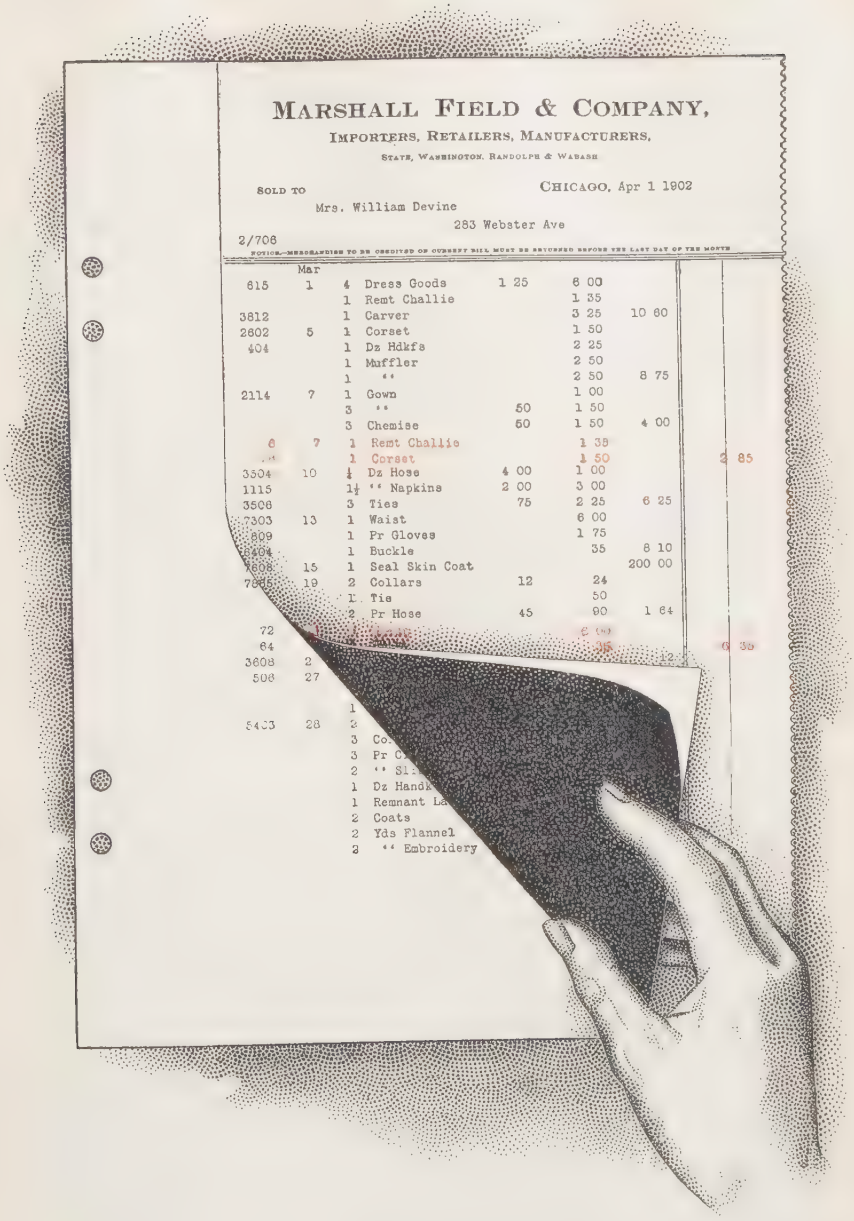
(PLEASE SIGN NAME IN FULL.) CONSIGNEE.
PER
TOTAL.

FORM A. F. R. 102:
Sta. Feb 19th 1901.
Pre. 2625
Chicago Ill
following described property
RATE. CHARGES
10 30
TOTAL 30

FORM A F R 102
Feb 19th 1901
Pre. 2726
Cleveland Ohio
following described property.
RATE CHARGES
10 2 00
TOTAL. 2 00

FORM A F R 02
Feb 19th 1901.
Pre. 2625
Englewood
following described property:
RATE. CHARGES
10 50
TOTAL.

FIG. 22



MARSHALL FIELD & COMPANY,

IMPORTERS, RETAILERS, MANUFACTURERS,

STATE, WASHINGTON, RANDOLPH & WABASH

SOLD TO

CHICAGO, Apr 1 1902

Mrs. William Devine

283 Webster Ave

2/706

NOTICE.—MERCHANDISE TO BE CREDITED ON CURRENT BILL, MUST BE RETURNED BEFORE THE LAST DAY OF THE MONTH

	Mar					
615	1	4	Dress Goods	1 25	6 00	
		1	Remt Challie		1 35	
3812		1	Carver		3 25	10 80
2802	5	1	Corset		1 50	
404		1	Dz Hdkfs		2 25	
		1	Muffler		2 50	
		1	"		2 50	8 75
2114	7	1	Gown		1 00	
		3	"	50	1 50	
		3	Chemise	50	1 50	4 00
8	7	1	Remt Challie		1 35	
		1	Corset		1 50	2 85
3504	10	¼	Dz Hose	4 00	1 00	
1115		1½	" Napkins	2 00	3 00	
3508		3	Ties	75	2 25	6 25
7303	13	1	Waist		6 00	
809		1	Pr Gloves		1 75	
804		1	Buckle		35	8 10
7608	15	1	Seal Skin Coat			200 00
7905	19	2	Collars	12	24	
		1	Tie		50	
		2	Pr Hose	45	90	1 64
72	1	[illegible]			[illegible]	
64		[illegible]			35	6 35
3608	2					
508	27					
		1				
5403	28	2				
		3	Co[illegible]			
		3	Pr C[illegible]			
		2	" $1[illegible]			
		1	Dz Handk[illegible]			
		1	Remnant L[illegible]			
		2	Coats			
		2	Yds Flannel			
		3	" Embroidery			

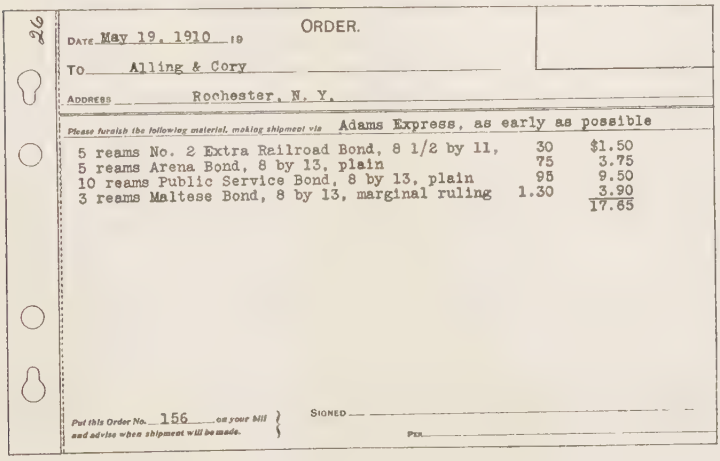
FIG. 23

22C, 125C §47

Much writing on cards is now done on typewriters. To facilitate this work, some machines are fitted with special card holders.

Examples of card work are shown in Figs. 11 to 18. Fig. 11 is an index card for a life-insurance policy; Fig. 12 is an index card of a merchandise purchase; Fig. 13 is a newspaper subscription card; and Fig. 14 is a memorandum of a prospective mail-order customer. Figs. 15 and 16 are two library cards, and Figs. 17 and 18 are ledger cards.

Fig. 19 shows the possibilities in the making of duplicate bills while at the same time making a sales sheet in triplicate.



ORDER.

DATE May 19, 1910 19

TO Alling & Cory

ADDRESS Rochester, N. Y.

Please furnish the following material, making shipment via Adams Express, as early as possible

5 reams No. 2 Extra Railroad Bond, 8 1/2 by 11,	30	$1.50
5 reams Arena Bond, 8 by 13, plain	75	3.75
10 reams Public Service Bond, 8 by 13, plain	95	9.50
3 reams Maltese Bond, 8 by 13, marginal ruling	1.30	3.90
		17.65

Put this Order No. 156 on your bill and advise when shipment will be made.

SIGNED

Per

FIG. 24

Work such as that shown in Figs. 20 and 21 can be done only on a typewriting machine designed particularly for work on books. This class of work is gradually coming into favor.

Fig. 22 shows railway freight bills with two carbon copies.

Fig. 23 is a dry-goods store statement written in red and black. This form is used largely for the making up of monthly itemized statements when goods are purchased at different times during the month, and the statement must be inserted in the machine each time. The carbon sheet is the sales record, from which the accounts are posted to the ledger. The sales records may be filed in such a way that the successive

sheets show the complete account with ledger posting, being in themselves a kind of loose-leaf ledger.

Fig. 24 is a reproduction of a 5×8 loose leaf that is now being used generally for office records of various kinds, being as popular in some quarters as card systems. Some recording for which these small loose-leaf books are used is more conveniently done by means of pen writing, but a great deal of it is well adapted to typewriting. Fig. 24 shows the original order. The carbon copy is kept for the office file. When ordering forms of this kind for use on the typewriter, it is better to have them unruled.

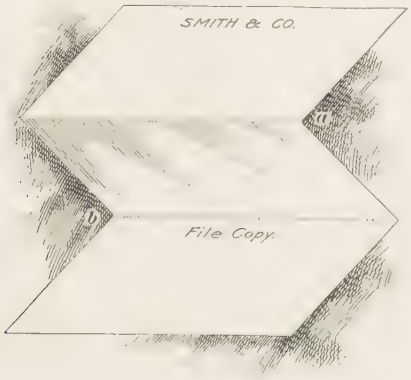


Fig. 25

4. Possibilities in Manifolding. — While all competent stenographers understand ordinary manifolding, few appear to know or make use of the great possibilities of manifolding in saving labor and time and reducing error.

There has been wonderful development in the organization of business offices during the last dozen years, and there is no reason why the stenographer should not make himself a kind of organizer, studying up methods that will increase efficiency.

Card cabinets can now be obtained ready made to suit almost any office, and the loose-leaf binder is made in a great variety of styles and sizes.

It is an established fact that most errors in accounting are made by copying from one record to another. Hence, every time copying or transferring can be saved not only is time saved, but the chance for error is greatly reduced. A manifold copy should be made of every bill, shipping order, etc., and if these blanks are printed with the needs of the office records in view, they can just as well be of a size that will exactly

fit a standard card case or loose-leaf binder. The filed manifold copies of such papers constitute an accurate itemized record to which reference can be very quickly made.

It is easily possible to have blanks printed so that three or four copies or an even greater number can be made at one writing. See Fig. 25. Carbons are inserted at *a* and *b* to make two copies of the original order. The different parts of the blank are divided by perforated lines, so that after the writing is done they may be torn apart neatly. The printing on one part of the blank may be different from that of another, according to the use that is to be made of the copy. For example, the original may be an account of sales or a bill, the second copy an order to the shipping department, the third a record for the sales office.

In arranging blanks for card files, remember that the 3×5 and 4×6 sizes are standard.

In some offices where there is need for a large number of copies of all orders—seven or eight, for example—it is sometimes necessary to put narrow or short loose sheets within the perforated sheet in such a way that only part of the typewriting will manifold. Some ingenious arrangements are possible.

THE LESSONS

5. The work of this Section is divided into two lessons, with several exercises in each. When all the exercises for a lesson have been studied and practiced sufficiently so that perfect copies can be made rapidly, the Examination Exercise for that lesson should be written and sent to the Schools for inspection.

LESSON 1

6. The exercises will be clear without much explanation. The period, colon, underscore, and hyphen are used to produce the straight lines.

A useful rule for centering headings is to count the number of letters and spaces and subtract this number from the

length of the scale or from the width of the typewriting if the full scale is not used; divide this by 2, and the result will be the number of spaces from the left margin of the typewriting at which the first letter should be struck.

Exercises 1, 2, and 3 are examples of ordinary bills. Exercises 2 and 3 are shown with printed headings in order that a proper idea may be formed of the balancing of typewritten matter with the printing.

Unless the machine has a tabulating attachment, it is well, when columns of figures are to be written on paper without ruled vertical lines, to select some five- or ten-point division of the scale at which to commence each column; when ruled paper is used, the points at which the columns are to commence will, of course, be fixed by the ruled lines.

Exercise 4 is a charge or sales-record sheet, which is usually a carbon copy of a number of bills.

Exercise 5 is a bill of a wholesale drug house.

Exercises 6 and 7 are bills with ruled vertical lines for the amount columns. In practicing these exercises, when the headings have been written, the paper should be taken from the machine and the vertical lines drawn in pencil before the bill is written. This will afford excellent practice in writing figures in ruled columns.

If the machine is not fitted with a polychrome ribbon, use red carbon paper to write the credits in red.

Exercises 1 to 7 are typical of billing work in general, and a great deal of time should be given to their practice.

The dollar mark is not necessary to a clear understanding of a bill, and need not be used unless required by office practice. When it is preferred, it should be placed only before the first amount of each column and before the total. If the first amount is cents, it may be written thus: \$0.25; but neither the dollar mark nor the cipher should precede following items of cents.

Some typewriting machines do not contain the characters @ and ¢; when they are not on the keyboard, substitutes for them may be made by holding down the space bar and striking the stroke character (/) over the a or c. It is not necessary

EXERCISE 1

Pittsburg, August 1, 1904.

Lenox Restaurant Company,

McKeesport, Pa.,

To -------- JONES, JENKINS & HAMLIN -------- Dr.

Wholesale Grocers

1904				
July 10,	12 dozen cases Fancy Tomatoes	$0.80	$9.60	
	6 dozen assorted Pickles	.90	5.40	
	10 dozen cases Sugar Corn	.85	8.50	
	6 cases California Prunes, 50 lb.	3.00	18.00	
	4 cases Apricots, 25 lb.	1.80	7.20	
	100 pint bottles Al Tomato Catsup	.12	12.00	
	25 bottles Worcestershire Sauce	.15	3.75	
	50 1-lb. packages Domino Sugar	.09	4.50	$68.95
July 19,	8 cases preserved Pineapple	.90	7.20	
	250 1-lb. packages Triunfo Coffee	.30	75.00	
	100 lb. Lipton's XX Green Tea	.40	40.00	122.20
				$191.15

Boston, Mass., May 1, 1904.

Mr. J. H. Baldwin,

12 South Twelfth Street,

To E. H. WINSTEAD, Carpenter --- Dr.

1904				
April 12--22.	Nine days' work on dining room	$2.50	$22.50	
	Quartered oak furnished		8.00	
	Nails and screws furnished		1.00	
	Three panes of frosted glass	.60	1.80	
				$33.30

EXERCISE 2

Martinsville, August 1, 1904.

Jones and Jenkins Dry Goods Company

To THE EVENING TIMES CO., Dr.

Martinsville, Ohio

All advertising bills must be paid within thirty days after rendering of account

1904	Advertising	
July 2	Half page	$75.00
3	1 column	25.00
6	150 lines	15.00
9	2 columns	50.00
10	48 lines	4.80
15	1 1/2 columns	37.50
16	40 lines	4.00
20	80 lines	8.00
21	Quarter page	37.50
26	80 lines	8.00
28	1 column	25.00
30	100 lines	10.00
		$299.80

EXERCISE 3

New York, N. Y., October 1, 1904.

THE DECKER PUBLISHING COMPANY,

Jersey City, New Jersey

To **Winkelman & Kaufmann, Printers,** Dr.

110 E. William St., New York

1904				
September	1	Printing and binding 2 M 8-pg. bklets	$40.00	
	16	Composition on September SPORT $108.00 Author's corrections, 8 h., .75 6.00 Printing and binding 5,000 copies, 32 pages & cover 135.00	249.00	
	20	10 M subscription coupons, brown ink	18.00	
	25	20 M envelopes and printing	36.00	
				$343.00
	26	By CASH on account		250.00
		Balance due		$ 93.00

EXERCISE 4

January 19, 1904.

J. F. McClusky and Company,

44 Wall Street, New York.

1 Golden Oak Roll-top Cabinet Desk		$45.00	
2 sets Loose-leaf Sales Books	$21.00	42.00	
1,000 sheets XXX Carbon Paper		34.80	$121.80

January 19, 1904.

Scott, Browne & Co.,

245 Madison Avenue, New York.

3 Flat-top Desks, Model 40	$15.00	$45.00	
1 Longley Patent Copier		30.00	
1 leather-covered Chair, Model B		15.00	
1 8-drawer Card Case, Model A		20.00	$110.00

January 19, 1904.

J. W. Wylie & Brother,

356 West Broadway, New York.

2 Typewriter Desks, Model C	$20.00	$40.00	
10 boxes Imperial Typewriter Paper, 8 x 13	3.00	30.00	
500 Manuscript Covers, assorted		4.00	
1 Antique Oak Table		10.00	$84.00

January 19, 1904.

Hewitt, Russell & Co.,

44 Duane Street, New York.

1 Mahogany Office Table, 16 drawers, leather-covered $125.00

EXERCISE 5

BROWNELL & CO., formerly BREWER & CO.

Wholesale and Retail Dealers in
DRUGS, MEDICINES, AND CHEMICALS
Elixirs, Fluid Extracts, Syrups, Tablet Triturates,
Wines, and Proprietary Medicines

56 Commercial Street

Terms: 30 days — Cleveland, Ohio, June 16, 1904

Folio _____ — Sold to JAMES BROWN & SON, Toledo

1/12 dozen	Aseptic Ergot	$6.00	$0.50
8 dozen	Bovinine	3.00	24.00
1 pound	Calcium Hypophosphites		.67
5 pints	Emulsion Cod Liver Oil	3.00 gal.	1.88
1/2 gross	Pill Boxes #28	4.50 gro.	2.25
500	Codine Tablets 1/2 gr.		3.06
1,000	Tab. Trit. Morphine Sulph., 1/6 gr.		.80
25 gross	Hoff's Malt Extract	54.00	1350.00
1 quart	Sat. Solution Boric Acid		.50
1 gross	Suppositories Morph. Sulph., 1/4 gr.		1.35
5 gross	Pain Killer--small	28.80	144.00
1/4 dozen	Quinine Mixture, 2 oz.	14.00	3.50
1 pound	Acetanilid Crys.		.40
1/4 dozen	Wampole's Cod Liver Emulsion	9.00	2.25
1 dozen	Coderre's Pills		3.75
10 gross	Olive Oil, 4 oz.	19.20	192.00
1 dozen	Minard's Liniment--small		2.30
1/6 dozen	" " large	8.00	1.34
1/2 dozen	Kendall's Spavin Cure	6.50	3.25
1 dozen	Pierce's Pellets		1.50
1/2 dozen	Tuttle's Elixir	3.00	1.50
1/12 dozen	Peruna	9.00	.75
1/6 dozen	Cuticura Soap	3.50	.59
1 pound	Citrate of Iron and Ammonia		.70
10 gross	Cascarets, 10c.	15.00	150.00
1 1/2 gross	Cascarets, 25c.	36.00	54.00
			$1946.84

to use the character @ to any great extent; neither is there much occasion for the use of ditto marks or the abbreviation "do."

No marks are used after figures arranged in columns.

It is customary, in account work, to capitalize the names of the articles of trade rather freely.

In a table of measurements, feet and inches may be expressed as $2'\ 4'' \times 3'\ 8''$; in text matter, feet and inches should be written in full.

LESSON 2

7. There is an almost endless number of forms for billing and tabulating work. Nearly every office has its own style, but the general features are the same, whether in railroad, dry goods, insurance, drug, or other line of business. Exercises 8 to 17 show a good variety, and if they are practiced thoroughly, one will be prepared for almost any kind of tabulating work that may be required.

Centering and balancing work on the page is important in statements and reports, and sometimes the effect will be improved by leaving three spaces between some of the lines, as in Exercises 13 and 14.

Punctuation marks may be omitted after headings when they are not necessary to clearness.

In copying tabular matter it is a good plan to use a line marker, slipping it down line by line as the work is done. This will prevent the overlooking of lines and the transposing of figures from one line to another. A ruler makes a satisfactory line marker.

EXERCISE 6

MARSHALL FIELD & COMPANY

STATE, WASHINGTON, RANDOLPH AND WABASH STREETS

TELEPHONE "PRIVATE EXCHANGE—ONE" (230 STATIONS)

CHICAGO, August 1, 1904

SOLD TO -------- Mrs. Edna Williamson

1812 Park Place, Chicago

215	July	1	5 cakes Yale Soap	19	95			
			2 Bath Mitts	25	50			
			6 Turkish Towels	30	1 80			
			1 pt. bottle Bay Rum		50			
			1 Bath Room Rug		2 00			
			1 Mirror		1 75	7 50		
2118		5	1/2 yd. Peau de Cygne	95	48			
			1 Stock		1 50			
			6 yds. Dress Goods	50	3 00			
			14 yds. Pique	18	2 52			
718			1 pr. Shoes		4 00	11 50		
318			1 Remt. 1 1/2 yds. Silk				1	40
711		10	1/2 doz. Hose	4 00	2 00			
525			1 Tie		50			
818			1 Waist		3 00			
819			1 Waist		4 25	9 75		
52		11	1 pr. Slippers		3 75			
			1 pr. Oxfords		2 99			
5			1 Hammock		6 00	12 74		
18		19	1 Croquet Set		5 50			
1232			3 Rustic Chairs	4 00	12 00	17 50		
818		20	1 Waist				3	00
112			2 pr. Gloves	1 50	3 00			
118			1 Fan		50			
423			16 yds. Lace	40	6 40			
1376			3 yds. Madras	75	2 25	12 15		
816		24	1 Belt		1 00			
732			3 Collars	15	45			
29			6 yds. Ribbon	80	4 80			
532			1 Hat		12 00	18 25		
616		26	1 Suit			26 00		
1617		28	1 pr. Curtains		12 00			
338			1 Refrigerator		32 00			
			1 Gas Range		10 00	54 00		
1617		29	1 pr. Curtains				12	00
112			1 pr. Gloves				1	50
1102		30	8 Spools Silk	12	96			
201			12 yds. Dress Goods	1 00	12 00			
217			6 yds. Silk	1 25	7 50	20 46		
						$189 85	$17	90
						17 90		
						$171 95		

22C, 125C §47

M. F. JONES & COMPANY

Incorporated

IMPORTERS, RETAILERS AND MANUFACTURERS

Indianapolis, July 1, 1904

Sold to --- Mrs. Louis J. Campbell

1580 N. Meridian Street

	June						
74	1	1 Hat		2	50		
8		2 1/2 yds. Ribbon	65	1	63		
60		3/4 yds. Linen	75		56		
9		3/4 " Lace for			25		
62		1 pr. Hose			50		
		1 Silk			10	5	54
70	6	1 pr. Gloves		1	00		
		1 "			50		
38		1 Chemise		1	98		
		1 "		3	49	6	97
74		1 Hat ret'd		2	50		
70		1 pr. Gloves ret'd			50		
68	20	1 pr. Gloves			50		
58		2 1/2 yds. Madras	60	1	50		
55		1 Mirror		1	75		
61		3 Vests	98	2	94		
24		10 yds. C Flannel	10	1	00		
27		2 1/2 yds. Cheviot	25		63		
58		1 doz. Towels		2	40		
		1 Quilt		2	25		
6		2 Ties	50	1	00		
84		2 pr. Curtains	3 25	6	50		
		1 "		6	00	26	47
95	24	1 pr. Shoes		3	00		
		1 pr. Oxfords		2	50		
		1 pr. Slippers		3	50		
		1 bottle Polish			25	9	25
95	26	1 pr. Oxfords ret'd		2	50		
84		1 pr. Curtains ret'd		3	25		
58		1/2 doz. Towels ret'd	2 40	1	20		
6	28	13 yds. Lace	40	5	20		
56		1 Belt		1	00		
4		4 Spools Silk	10		40		
		4 Pins for			10		
		2 "	10		20		
20		14 yds. Linen	50	7	00		
58		1/2 doz. Napkins	3 75	1	88		
33		1 1/2 yds. Taffeta	85	1	28		
32		3 1/2 yds. Silk	49	1	72		
		3 1/2 " "	49	1	72		
81		2 pr. Curtains	4 50	9	00		
		2 "	5 50	11	00		
		1 Tabourette		6	75	47	25
						95	48
						85	53

EXERCISE 8

Stock Quotations

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	OPENING	CLOSING
Amalgamated Copper	49 3/8	49 1/2
American Car and Foundry	18 1/4	18 3/4
American Locomotive	19 3/4	19 1/2
American Sugar	127 1/2	127 1/2
Atchison, common	73 5/8	73 1/2
Atchison, preferred	93 1/2	93 3/4
Baltimore and Ohio	79 5/8	79 7/8
Brooklyn Rapid Transit	46 3/8	46 3/8
Canadian Pacific	117 1/4	117 3/4
Chicago and Great Western	16 3/4	16 1/2
Chicago, Milwaukee and St. Paul	144 1/2	144 3/4
Delaware and Hudson	159 1/2	159 1/4
Erie, common	26 7/8	26 5/8
Erie, first preferred	65	65 1/4
Erie, second preferred	41 1/2	41 1/2
Illinois Central	130 5/8	130 5/8
Manhattan Elevated	142 7/8	142 3/4
Metropolitan Street Railway	113 3/4	113 5/8
Mexican Central	6 1/4	5 5/8
Missouri, Kansas and Texas, preferred	38 3/4	38 3/4
Missouri Pacific	93 1/8	93 1/4
New York, Ontario and Western	21 5/8	21 5/8
Pennsylvania Railroad	117 1/2	117 3/4
People's Gas	97 3/8	97 1/2
Reading	45 1/4	45 1/8
Rock Island	23 5/8	23 1/2

EXERCISE 9

SECONDS ON HAND, MAY 24, 1904

	16	18	20	22	24	26	28	30	32	34
CASE A-881, #4258										
S.					1	2	4	7	6	6
D.						2	3	3	2	2
CASE A-878, #267										
S.	3	3	3	2	4	5	3	3	3	3
P.		1	2	2	2	1	1	1	1	1
CASE A-879, #267										
S.	1	2	4	3	3	3	2	3	3	2
CASE A-880, #4110										
S.	3	4	5	5	6	6	3	4	2	1
P.		2	2	2	3	2	1	1	1	
D.							1		1	
CASE A-867, #278										
S.					3	5	8	5	2	
D.					2	3	3	4	4	2
CASE A-709, #4147										
S.	7	7	7	8	8	8	8	5	5	4
CASE A-844, #4147										
S.	3	5	8	9	7	7	6	4	1	1
CASE A-806, #4146										
S.	8	8	8	8	8	8	8	4	4	2
CASE A-776, #4147										
S.	8	9	2	3	7	8	8	5	4	8
CASE A-804, #4147										
S.	3	6	6	8	7	5	5	5	4	3
P.		1	2	3	4	3	2	2	1	1
D.	4	6	8	6	1	1	2	1	3	1
CASE A-805, #4147										
S.	3	6	6	8	5	6	5	4	3	3
P.	12	1	2	4	5	2	1	2	3	1
CASE A-810, #4140										
S.	1	6	3	2	3	4	1	1	2	3
D.	1	2	3	9	5	6	7	4	1	8
CASE A-812, #265										
S.	7	9	1	4	5	2	3	1	7	8
D.		10	1	3	1	2	3	7	7	4

EXERCISE 10

RAILROAD EARNINGS

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	1904	1903		Changes
CHICAGO TERMINAL TRANSFER:				
Second week of April.....	$ 29,268	$ 34,085	Dec.	$ 4,817
From July 1	1,238,437	1,372,968	Dec.	134,531
CHICAGO, INDIANAPOLIS AND LOUISVILLE:				
Second week of April.....	$ 100,030	$ 98,661	Inc.	$ 1,369
From July 1	4,151,200	3,926,355	Inc.	224,845
KANAWHA AND MICHIGAN:				
Second week of April	$ 28,657	$ 28,707	Dec.	$ 50
From July 1	1,286,870	896,087	Inc.	390,783
MINNEAPOLIS, ST. PAUL AND SAULT STE. MARIE:				
Second week of April	$ 252,627	$ 259,568	Dec.	$ 6,941
From July 1	5,635,598	5,693,443	Dec.	57,845
MISSOURI PACIFIC:				
Second week of April.....	$ 642,000	$ 712,000	Dec.	$ 70,000
From January 1	11,408,036	11,254,737	Inc.	153,299
CENTRAL BRANCH:				
Second week of April	$ 27,000	$ 27,000		
From January 1	490,227	357,121	Inc.	$133,105
TEXAS AND PACIFIC:				
Second week of April	$ 176,483	$ 214,420	Dec.	$37,937
From July 1	3,438,235	3,370,992	Inc.	67,243
ST. LOUIS SOUTHWESTERN:				
Second week of April	$ 117,330	$ 141,559	Dec.	$ 24,229
From July 1	6,255,420	5,890,730	Inc.	364,690

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EXERCISE 11

---: I N C O M I N G S T E A M S H I P S :---

		Date of Sailing
Due Today		
Lampasas	Galveston	April 7
Mongolian	Glasgow	April 9
Majestic	Liverpool	April 13
Kansas City	Savannah	April 18
Graf Waldersee	Hamburg	April 9
Rhein	Bremen	April 9
Macedonia	Glasgow	April 10
Due Tomorrow		
La Savoie	Havre	April 18
Pocahontas	Gibraltar	April 8
Alamo	Galveston	April 14
Sailor Prince	Barbados	April 14
El Siglo	New Orleans	April 17
City of Macon	Savannah	April 20
Mae	Porto Rico	April 17
Apache	Galveston	April 20
Due Saturday, April 23		
Columbia	Glasgow	April 15
St. Louis	Southampton	April 15
Etruria	Liverpool	April 15
Bluecher	Hamburg	April 14
Arabic	Liverpool	April 15
British Empire	Antwerp	April 10
Brooklyn City	Swansea	April 9
El Sud	Galveston	April 17
Due Sunday, April 24		
Equita	Naples	April 7
Hubert	Para	April 12
City of Augusta	Savannah	April 22
Italie	Naples	April 9
Orizaba	Santiago	April 17
Due Monday, April 25		
Finland	Antwerp	April 16
Martello	Hull	April 10
Citta di Genoa	Gibraltar	April 15
El Dia	Galveston	April 19

EXERCISE 12

Market Report

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Wheat -- Spot was quiet. Sales, 168,000 bushels. No. 2 red, new, $1.05, afloat for export; choice, $1.08; No. 1 Northern Duluth to arrive late May, 10 cents over New York July. The Northwestern receipts were 112 cars, against 72 last week and 84 last year; Chicago, 23 cars, against 5 last week and 35 last year. Futures closed 3/4 cents to 1 3/4 cents lower. Sales, 1,200,000 bushels. Prices as follows:

	OPENING	HIGHEST	LOWEST	CLOSING	LAST NIGHT
May	92 1/2	92 1/2	90 7/8	90 7/8	92 5/8
July	89 7/8	90	89	89 1/4	90
September	84 7/8	85 1/8	84	84 1/4	85

Oats were steady on the spot. Sales, 30,000 bushels. No. 2 white, 45 1/2 cents; No. 2 mixed, 44 1/2 cents. Rye was steady; No. 2 Western, 5 cents over Chicago May, c.i.f., Buffalo, prompt shipment. Corn was quiet on the spot. Sales, 56,000 bushels. No. 2 white, new, 56 cents; yellow, 57 cents. Futures closed 7/8 to 1 cent lower. Sales 50,000 bushels. Prices as follows:

	OPENING	HIGHEST	LOWEST	CLOSING	LAST NIGHT
May	54 1/2	54 1/2	54 1/8	54	55
July	53 7/8	53 7/8	53 1/2	53 1/2	54 7/8

The following shows the grain movement:

New York	WHEAT	CORN	OATS	RYE	BARLEY
Receipts	27,000	18,275	36,000	1,950	7,200
Exports	.....	.....	2,500	.....	11,688
Chicago					
Receipts	51,000	153,000	141,000	5,000	75,000
Shipments	36,000	56,000	147,000	11,000	6,000
Buffalo					
Shipments	18,000	.....	.....	.....	.....

Wheat was firm for a time early in the day owing to light offerings and bullish crop reports, but soon after the opening, prices fell on reports of good rains in the Southwest, predictions of a further precipitation, lower cables, long liquidations, and bear raiding. In the main the weather and crop news were more favorable, there was no bull support, the flour trade reports showed no improvement and the cash demand here and in the West was light. The principal bearish factor, however, was the better weather news. The short interest is believed to be large, but at the same time there is little disposition to take the long side of the market except for moderate turns.

EXERCISE 13

Statement of Condition

of the

FIRST NATIONAL BANK

of Harrisburg, Pennsylvania

March 28, 1904

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Resources

Loans and Discounts	$895,227.60
Bonds and Securities	617,709.81
Due from Banks	147,841.63
Cash and Reserve	194,181.49
	$1,854,960.53

Liabilities

Capital Stock	$100,000.00
Surplus and Profits	416,524.90
Circulation	92,850.00
Deposits	1,245,585.63
	$1,854,960.53

Officers

Lane S. Hart, President
W. J. Calder, Vice President
James Brady, Cashier

DIRECTORS

Lane S. Hart	James L. Chamberlin	Donald C. Haldeman
William J. Calder	David Fleming	Marlin E. Olmsted
Spencer C. Gilbert	D. L. Jauss	John Y. Boyd

Circulation Statement

of

THE INDIANAPOLIS NEWS

For the month of February, 1904

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February 1	80,962	February 16	81,927
2	80,893	17	81,600
3	80,028	18	91,191
4	78,421	19	80,502
5	77,458	20	86,859
6	82,475	21	Sunday
7	Sunday	22	82,434
8	89,707	23	81,306
9	92,856	24	80,690
10	81,295	25	80,567
11	82,023	26	80,311
12	83,006	27	87,208
13	88,371	28	Sunday
14	Sunday	29	82,842
15	86,623	Grand total	2,081,555

Daily average distribution, 83,262

Total distribution for the month of February, 1904, 2,081,555

Of the total number distributed, the samples, copies to advertisers, copies sold after day of publication, and copies returned or not paid for in money, amounted to a total of 201,925

Leaving net sworn cash sales 1,879,630

Net daily paid average (sworn statement)..... 75,185
Net daily paid average for January, 1904..... 69,153
Net daily gain over January, 1904..... 6,032

I solemnly swear that the foregoing statement of circulation is true and correct.

_____

Manager of circulation

Subscribed and sworn to before me this 1st day of March, A. D. 1904.

My commission expires
December 11, 1907.

_____

Notary Public

EXERCISE 15

--- BROOKLYN WAREHOUSE AND STORAGE COMPANY ---

Brooklyn, N. Y., August 18, 1904.

Received from John W. Pearson the merchandise described below, to be held by us on monthly storage from this date and to be delivered on the order of John W. Pearson or his wife, Mary E. Pearson, only on the return of this certificate and payment of the charges.

Numbers	Description of Merchandise
1	Singer sewing machine (top scarred in two places).
2	Folding bed with mattress and one sheet enclosed.
3	Rattan rocking chair.
4	Oak dining-room table, five legs and castors.
5	Four dining-room chairs, upright, with leather bottoms.
6	Two dining-room arm chairs, leather bottoms.
7	Curtain pole and eighteen brass rings.
8	Large box of books (top not nailed on).
9	Small box of books.
10	Gas range with four legs.
11	Bundle containing hair mattress, four pillows, two blankets, one counterpane, one quilt, and eight sheets.
12	Bookcase consisting of two parts (glass loose in frame).
13	Barrel of china.
14	Large roll of carpet.
15	Roll containing five rugs, three large and two small.
16	Large box of kitchen ware.

EXERCISE 16

S t a t e m e n t

----o----

Resources	Amount	Liabilities	Amount
Goods on hand.....	$1000.00	Judgments.....	$100.00
Accounts collectible.	500.00	Notes outstanding.....	250.00
Notes collectible....	300.00	Money borrowed.....	400.00
Cash on hand.....	150.00	Open accounts due.....	550.00
Personal property....	400.00		
House and lot.....	1800.00		$1300.00
		Net worth.....	2850.00
	$4150.00		$4150.00

Net worth over all indebtedness, $2,850.00.

Insurance on stock, $1,000; insurance on building, $1,500.00.

Signature of firm_____

Signature of person making this statement_____

Philadelphia, Pa., October 1, 1904.

$100.

Three months after date I promise to pay to the order of John K. Murray, ONE HUNDRED DOLLARS, at the Fourth Street National Bank, without defalcation, for value received.

Philadelphia, Pa., October 1, 1904.

EXCHANGE FOR $1,000.

Thirty days after sight of this first of exchange (second and third of same tenor and date unpaid) pay to the order of Frederick W. Flaxington, ONE THOUSAND DOLLARS, for value received, and charge the same to account of Clifford J. Tanner & Co.

To Farley, Wells & Co.,
London, England.

SECOND NATIONAL BANK, OF DAYTON, OHIO.

Dayton, Ohio, October 1, 1904.

Samuel M. Johnston has deposited in this bank the sum of ONE THOUSAND FIVE HUNDRED AND SEVENTY-FIVE DOLLARS AND FIFTY CENTS ($1575.50), payable to the order of William J. Collins on return of this certificate.

C a s h i e r.

TYPEWRITING

(PART 3)

PUBLIC-OFFICE AND LAW WORK

GENERAL INFORMATION

ESTABLISHMENT OF A PUBLIC OFFICE

1. Many typewriter operators find it profitable to conduct a public typewriting office. Even in the smallest towns there is a great deal of typewriting work to be had from lawyers, clerks of courts, architects, contractors, merchants, doctors, authors, ministers, politicians, and many other classes of people whose patronage is easily secured through solicitation.

It is often possible to secure desk room in some office in exchange for typewriting work. In this way a start toward a public-office business may be made without much expense.

A person opening a public copying office should be a stenographer, for the typewriter operator that is not a shorthand writer will lose good opportunities for profitable work.

A public stenographer must be prepared to do all kinds of typewriting work neatly and rapidly. He may be called on to copy anything from a poem to a will and to undertake tasks requiring from a few minutes to several days. A fund of general knowledge and a thorough command of the English language are necessary to the greatest success in this work.

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The outfit for a public stenographer should comprise a typewriter, envelopes, letter and legal-cap sizes of paper in light and medium weights, carbon paper, manuscript covers, a good dictionary, an encyclopedia of quotations, and a mimeograph or some other good duplicator.

CHARGES FOR SHORTHAND AND TYPEWRITING WORK

2. For public stenographers, from 50 cents to $1 an hour is a fair charge for ordinary shorthand dictation. These charges should be regulated somewhat by the expense the stenographer is under and the grade of work done. Many stenographers would be well paid at 50 cents an hour, while the difficult dictation that expert stenographers are sometimes required to take would warrant a charge of more than $1 an hour.

For typewriting from perfectly legible matter, the usual rate is 5 cents a folio (one hundred words) for the first copy and 2 cents a folio for each carbon copy. Typewriting work of more than ordinary difficulty, such as tabulating work, should be charged for at a higher rate. Of course, in the beginning of his career, a stenographer should not expect to be paid the fees earned by an expert, but he should make it a rule to do first-class work and charge a fair price; on large jobs he can afford to make a reduction from the usual rates.

A fair charge for typewriting and dictation work combined would be from 10 to 20 cents a folio (according to the grade of the work) for the first copy and 5 cents a folio for each additional copy. Many court reporters charge 25 cents a folio for the first copy and 5 cents a folio for each carbon copy.

A fixed charge per folio for the finished transcript is the most satisfactory way for determining the proper cost of shorthand and typewriting work combined. If much of the stenographer's time is wasted while taking the dictation, it is expedient to charge separately for the shorthand work and the typewriting work.

It is customary to estimate the number of words in a long document instead of counting the words. A close estimate may be made by counting the words in a number of lines to get the average number of words to a line, then finding the average number of full lines to a page. Ordinarily, the legal-cap sheet will hold about three folios when the typewriting is double-spaced.

REVISION OF DICTATED MATTER

3. Just how far a stenographer should go in changing dictation is a matter on which no general rule can be given. Many dictators whose choice of language is good object to changes. The tactful stenographer will make changes only to the extent that he knows will be appreciated.

In letter writing, it is expected that the stenographer will correct all grammatical errors. If the meaning of the sentence can be made clearer by changing it slightly, the stenographer should make the change.

If paragraphs are not specified by the dictator, the stenographer should begin them when the subject is changed or when a new treatment of the subject is introduced. Very long paragraphs are unsightly. Paragraphs should be made of closing phrases like "With best wishes, we remain," "Trusting we shall hear from you soon," etc. Most men have their favorite expressions for beginning and closing letters, and the stenographer should be exceedingly careful not to change these.

If the dictator does not specify the desired punctuation, he is likely to draw out his sentences unduly. The stenographer should divide them properly. A letter properly proportioned as to long and short sentences has a pleasing effect. Short sentences add much to clearness and directness; but a long sentence should not be divided into two or more short ones unless it is necessary on account of awkwardness or loose construction. It should be borne in mind that the duty of the stenographer in this connection is only to correct obviously poor construction. The purpose should

be to make a letter as nearly perfect as possible with but little change.

Useless repetitions may be omitted. Words of like sound should not be too close together, destroying euphony. A sentence like "last shipment of lumber shipped" can be changed advantageously to "last shipment of lumber made."

A letter should always be read carefully before it is presented to the dictator for his signature.

In transcribing a public speech, misquotations, errors in dates, names, etc. should be corrected; but in reports of testimony errors should not be changed; they may be used as a test of the memory or intelligence of a witness.

The foregoing suggestions have particular application to the transcribing of shorthand notes taken when the dictator had little or no time to select his words carefully or to improve his composition. Generally, when papers are to be copied, the typewriter operator should make no corrections unless directed to do so. In case changes seem desirable, suggestions should be made in a tactful manner.

DUPLICATING WORK

4. The public stenographer is often called on to write notices, programs, circular letters, price lists, etc., of which perhaps several hundred copies may be required. For such work, carbon copying is not practicable; some other method of reproduction must be adopted. One of the oldest and best methods of duplicating typewriting is by the Edison mimeograph, which is shown in Fig. 1. The process is simple and comparatively inexpensive. A stencil is made from a sheet of specially prepared waxed paper. The waxed paper is backed by a silk sheet and an oiled sheet, and the face is covered with a sheet of tissue paper to prevent the types from filling up with wax when the keys are struck. The tissue paper, waxed and silk sheets, and the oiled sheet are placed in the typewriter as in carbon work; the ribbon is then removed from the machine or shifted to one side. The

stencil is made just as a letter is written, but more care must be exercised and the keys, especially M and W, must be struck a little more sharply. If the character of the work is anything out of the ordinary, it is better to rough out a copy with a pencil or on the typewriter before making the stencil.

If a mistake is made, it may be corrected by first brushing a quick drying varnish over the spot; this fills up the letters. The carriage may then be drawn back and the word or words written correctly. When varnish is not available, a little wax may be scraped from the side of the sheet and pasted over the wrong letters with the finger nail. It is best to read a stencil carefully and to make all corrections before it is taken from

Fig. 1

the machine. Stencils should be handled very carefully. Creases and cracks should be avoided, but they may be patched with varnish.

After a stencil is finished, it is fastened in the printing frame under a protecting cloth or sheet of fibrous paper. Ink is then spread on the slate and after being well distributed is applied to the covered stencil by the roller. The ink penetrates all impressions made by the type and perfect prints are made with a single stroke of the roller. The sheets on which the copying is done are placed under the printing frame one at a time. Fig. 2 shows the method of operation when the stencil is in the printing frame.

Fig. 3 shows a rotary machine for mimeograph printing. By this machine, copies can be made more rapidly than by the hand process, and the supply of ink can be regulated much better.

Fig. 2

Paper for mimeograph work should be soft and with an uncalendered finish; ink does not dry well on paper with a hard finish.

It is often desirable to insert dates, names, and addresses on letters copied by the mimeograph process or printed direct from type. In order to get satisfactory results in this kind of work it is necessary that the color of the typewriter ribbon be exactly the same as the mimeograph or printer's ink.

It is well for a stenographer to keep a file of perfect copies of mimeograph work, for the purpose of having specimens to show to prospective customers and also as a guide for

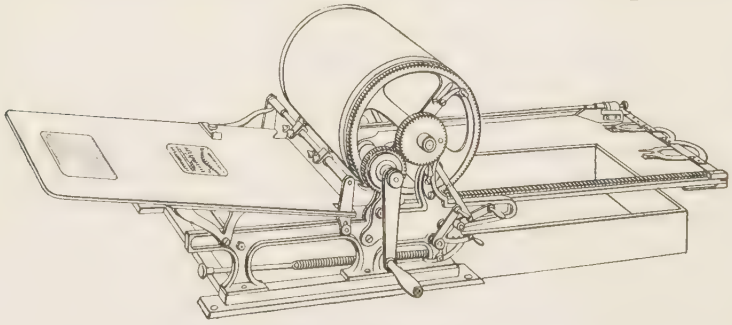


Fig. 3

future work. But, of course, work of a confidential nature should not be shown.

Another process of taking copies of typewriting is by means of an absorbent copying surface. There is considerable difference in duplicators of this class, but the general principle is the same. An original copy is written with the typewriter on paper with a hard finish so that the ink will remain on the surface. The writing is done with a heavily inked special copying ribbon furnished with the duplicator. The original copy is placed face down on the absorbent copying surface of the duplicator and pressed until the ink is transferred from the paper. It is then removed, after which sheets of paper may be smoothed down on the surface and good copies taken. The process is simple. The work may be done in colors, if desired, by using several ribbons of different colors in preparing the original copy, or by doing part of the work with the pen and special copying ink after the typewriting has been completed. See Fig. 4.

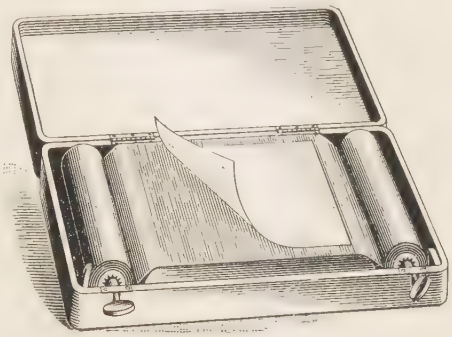


Fig. 4

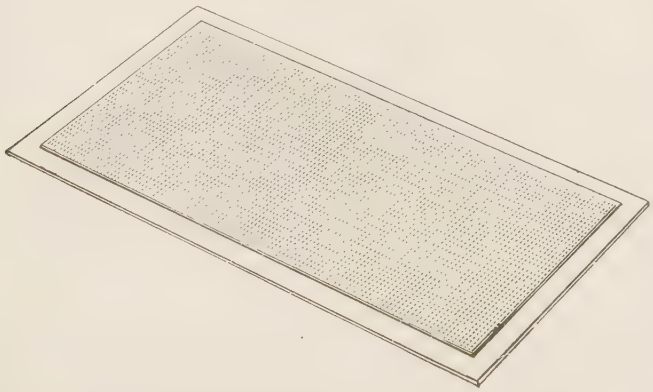


Fig. 5

The framed copying surface of a popular copier is shown in Fig. 5. The principal difference in this class of duplicators is in the copying surface. On several duplicators, this surface somewhat resembles a slate, and the ink may be washed off after the work has been completed. On other duplicators, the copying surface is more like a smooth layer of transparent glue mounted in a frame. This kind of surface cannot be used again until the ink from one job has sunk into the material or faded out, which may require a day or more. Several frames are usually supplied, so that one may be used while the ink is fading out of the other.

The charges for duplicating work should be determined by the expense for rent, etc. and the time required for the work. It would not pay to prepare a stencil or an original sheet for less than 75 cents or $1. From $1 to $2 would be a fair charge for a hundred copies of a one-page document. For a larger number, the charge should be proportionate to the time, material, and wear on the outfit.

THE LESSONS

5. While the exercises given may not cover every form of paper that a public stenographer will be called on to write, they are varied and furnish a basis from which any desired form can be devised.

The exercises in each lesson should be taken up in their order and each thoroughly mastered before the next is taken up. When the work of a lesson has been completed, the examination exercise for that lesson should be prepared and forwarded to the Schools for examination.

LESSON 1

6. Letter-size paper is generally preferred for minutes, reports, speeches, sermons, etc., although legal-cap paper is sometimes used.

When typewritten matter consists of only a few pages to be bound together, sufficient margin should be left at the top

of each sheet for this purpose. If the number of pages is large, a wide margin should be made on the left side of the sheet for side binding. (See Exercise 3.) When binding the pages, a backing sheet, or cover, sold by typewriter supply dealers for the purpose, should be used.

Exercise 1 is a notice to the stockholders of a company. It states the time and place of a meeting and the business to be transacted.

Exercise 2 is an example of how the program of an entertainment may be prepared on the typewriter.

Exercise 3 is a form for a report of a meeting.

Exercise 4 is the first page of a speech.

Exercise 5 is an example of the first page of a manuscript sent to a magazine for publication. Typewritten manuscript is preferred by editors. Unless an author is well enough known for his name to command attention, the chances of manuscript being accepted are greatly increased by having it typewritten. The most convenient size of paper for typewritten literary manuscript is the usual letter sheet $8\frac{1}{2}$ inches wide and 11 inches long. Some authors prefer a $6'' \times 9''$ sheet. The title of the article or story should be written about 2 inches from the top of the first sheet. The writing on subsequent pages should begin a short distance from the top, as in letters, and a neat margin should be left at the bottom and sides.

The full name and address of an author should be placed in the upper left-hand corner of the first sheet and the approximate number of words in the upper right-hand corner. Manuscripts should be double-spaced. A word should not be divided on the last line of a page and part carried over to the next sheet.

Manuscripts sheets should be numbered at the top but not fastened together. It is best to mail $6'' \times 9''$ sheets flat in a large envelope. The $8\frac{1}{2}'' \times 11''$ sheets should be folded twice the long way. An addressed and stamped envelope should be enclosed when the work is submitted to an editor.

Exercise 6 shows two styles of spacing and indenting lines of poetry. The typewriter is well adapted for such work,

and good effects may be produced with either single or double spacing. Double-spaced verse presents the best appearance with two double spaces between stanzas and the lines indented three spaces; single-spaced verse looks well with one double space between stanzas and the lines indented two spaces. Ornaments sometimes add to the appearance of a page. Those in this exercise were made with the hyphen, the letter O, and the colon.

Exercise 7 is a good example of the arrangement of the title and cast of characters of a play. Although a typewriter operator is limited in the style of type, he can secure good effects by a little study of arrangement. The broken straight lines are made by striking the space bar and the hyphen alternately.

Exercise 8 shows a good form for the manuscript of a play; it is also an example of dialect writing. Dialect writing is more difficult than it seems to be. The fingers are accustomed to writing words in the usual way, and any variation in the spelling retards speed.

Exercise 9 is a table of contents and Exercise 10 a table of parentage.

Exercise 11 shows how a subject may be subdivided so as to show at a glance the relation of one division to another. Arrangements of this kind give a much clearer idea than ordinary written descriptions.

Exercise 12 is a good form of arrangement for articles of incorporation.

Exercise 13 shows the title page of a specification, and Exercises 14 and 15 show two styles of writing such papers. Exercise 16 shows the backing of Exercise 15; Exercise 17 is another specification.

There is nothing especially difficult in writing articles of incorporation, specifications, etc. The main thing is to bring out the principal points clearly; this may be done by indention, spacing, use of capitals, and underscoring. Some architects and contractors like to have the underscoring under headings in red ink, while others prefer to have no underscoring. Paper 13 inches long is best for such work.

Exercise 18 is a good form for the first page of a transcript of testimony. This should describe the action and give the time, place, etc., and name the attorneys for the parties. A list of the witnesses, together with the page numbers on which their testimony may be found, should precede the first page of the transcript. The following form may be used:

Witnesses	Direct	Cross	Re-direct	Re-cross
Edward Franklin	5	7	10	12
George Meadows	13	18	20	21
William H. Blackwell	22	25	28	34

In Exercise 19, the answers immediately follow the questions, while in Exercise 20 they begin new paragraphs; both forms are extensively used. Court reporters use paper about 8 inches by 10½ inches for transcribing testimony, and in most cases two or more carbon copies are made. The end of a day's proceedings, if the evidence is not all in, may be noted in the following way: "Court here adjourned to meet at 10 A. M. of the following day" (or such other time as may be specified). When the proceedings are resumed, a brief memorandum of the fact should be made somewhat in the following style:

December 18, 1904.

COURT MET AT 10 A. M., PURSUANT TO ADJOURNMENT.

The direct examination of

F r e d e r i c k J o n e s

was resumed by Mr. Hathaway.

EXERCISE 1

NOTICE OF ANNUAL MEETING

The annual meeting of the stockholders of the NEW JERSEY AND DELAWARE CHEMICAL COMPANY will be held in the office of the Company, 525 Gold Street, Trenton, N. J., on the fifth day of May, 1904, at 10 o'clock in the forenoon, for the purpose of electing a Board of Directors and receiving and acting on the reports of officers, and for the transaction of such other business as may properly come before the meeting.

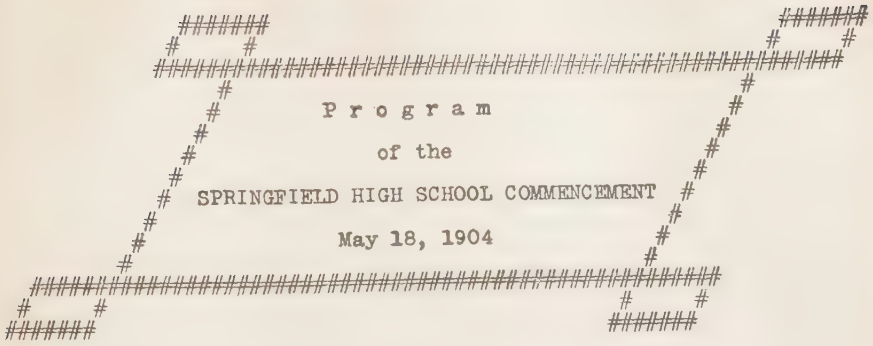
In accordance with the laws of the state of New Jersey, no stock can be voted on that has been transferred on the books of the Company within twenty days next preceding this election.

Dated Trenton, N. J., April 20, 1904.

_____

Secretary

EXERCISE 2



1 OPENING ADDRESS .....
Professor Scott

2 RECITATION, The Blue Ribbon Winner ..... Original
Miss Nancy Louise Lane

3 A ONE-ACT DRAMA, Summer Time Boys ..... Farinholt
Edward Wilson, Frederick Jones, Guy Davis

4 ESSAY, Life's Greatest Aim .....
Miss Etta May Slaughter

5 ORATION, Springfield .....
Thomas Macbeth Leander

6 ESSAY, The West of Today .....
Edward Moseley

7 ESSAY, The Girls of Our Times .....
Miss Lottie May Cannon

8 RECITATION, When I was a High School Boy ..... Smithson
Samuel McMullen

9 WAND DRILL .....
By the 1904 Graduates

10 PRESENTING OF DIPLOMAS .....
By the Mayor

13

EXERCISE 3

Committee meeting of STEPHEN MERRITT BURIAL ASSOCIATION, held on the 3d day of October, 1902, pursuant to notice, in the offices of the Association, corner of Nineteenth Street and Eighth Avenue, New York, N. Y.

P r e s e n t :

Mr. Owens,
Miss Fiske,
Mr. Evans,
Dr. Brockway,
Mr. Turner,
Mr. Merritt.

There being a quorum present of the members of the Committee on Investigation appointed at the last meeting, the Committee proceeded to organize.

Moved by Dr. Brockway, and duly seconded, that Mr. Stephen Merritt, who presided at the general meeting of yesterday, be the Chairman of the present meeting. The motion was unanimously carried.

Moved by Dr. Brockway, and duly seconded, that Mr. Ralph E. Robert be the Secretary of this meeting of the Committee. The motion was unanimously carried.

DR. BROCKWAY: I move, as one of the members of this Committee, that we recommend the incorporation of the Stephen Merritt Burial Association -- the name to be settled later -- contingent, however, upon the assurance at any time after this meeting from Mr. and Mrs. Owen, parents of Eben J. Owen, that they are ready to transfer the property named in the minutes of

EXERCISE 4

The North and the South

----------ooo----------

ADDRESS OF DR. ST. CLAIR McKELWAY, EDITOR OF THE BROOKLYN EAGLE, AT THE MORNING SESSION OF THE SOUTHERN EDUCATIONAL CONFERENCE, HELD IN RICHMOND, VIRGINIA, IN APRIL, 1903.

My Friends: Those for whom and with whom I have the honor to speak would bring to those to whom I have the honor to speak, the greeting of the North to the South. New York, from which I come, and Virginia, in whose capital I speak, belong to the aristocracy of America. They are numbered among the original Thirteen. Both are battle-scarred with revolutionary suffering and crowned with revolutionary triumphs. Both have been united to defend the Union against every foreign foe. Both are a unit in the spirit of right between men and of justice between states, which makes and which alone can keep the Republic peace.

Our public life and our public forces have undergone without structural shock a continuous development of a century and of a quarter of a century of years. Yours underwent prostration and re-creation into and under absolutely new conditions within a time less than half a century past. Of memories you have as rich a heritage as we. But from some responsibility and from some retarding causes you are free -- and we are not. You had the not always injurious opportunity, either for a man or for a state, to begin all over again. We inherit and we carry all our years with all their infirmities and with all their errors, as well as with all their advances and successes. You should be better than we are, for "purified as if by fire" is the figure of inspiration which signifies disincumberment

EXERCISE 5

S. Roland Hall
816 Taylor Avenue
Scranton, Pa.

About
1500 Words

BECOME A CORRESPONDENT

By S. Roland Hall

Advertising expenditures have increased wonderfully in the last dozen years. Concerns that formerly spent thousands of dollars are now spending tens and hundreds of thousands. Staid, conservative firms that a few years ago would have sniffed at the idea that their businesses needed advertising are now spending money liberally. The result is a constant need in the offices of advertisers for capable correspondents, those qualified not only to answer ordinary letters of inquiry but able to compose effective sales letters, to collect money by mail, to settle complaints, etc.

Firms doing business on a large scale employ staffs of correspondents, men--and sometimes women--who, by being able to do by means of letters what the high-grade salesman does in person, earn first-class salaries, double those earned by good stenographers. As inquiries are sometimes costly, a high degree of ability is desirable.

These correspondents usually write many of their letters direct on the typewriter, composing as they go. In most cases they also have one or more stenographers to assist them. These stenographers receive some dictation, but incorporate in their letters a great many form paragraphs that have been prepared by the correspondents with much care to cover certain points that come up frequently.

Not every business house requires a staff of expert correspondents, but every firm of any consequence needs some one in the office who is a skilled correspondent. The manager of the office may prefer to write some of the letters, but I have yet to see the man who is not more than

EXERCISE 6

Crossing the Bar

-----o-----

Sunset and evening star, and one clear call for me!
And may there be no moaning of the bar when I put out to sea,
But such a tide as moving seems asleep, too full for sound and foam,
When that which drew from out the boundless deep turns again home.

Twilight and evening bell, and after that the dark!
And may there be no sadness of farewell when I embark;
For tho' from out our bourne of Time and Place the flood may bear me far.
I hope to see my pilot face to face when I have crossed the bar.

---------:0:---------

"N" for Nanny and "B" for Ben;
I see them now as I saw them then
In the bark of the oak tree old.
She sat waist deep in the clover white;
The liquid gold of the June sunlight
Shone over her sweet young head.

And I stood carving those letters twain,
Which time and tempest have all in vain
Striven to blur and blot.
They live in the oak tree's dusky grain,
Stamped as their memory on my brain,
Changing, but fading not.

Oh, the vows I vowed that day!
Their broken shafts in my bosom stay,
Wounding it hour by hour.
Could I prove false to one so true;
Dared I be cruel, my love, to you,
Nanny, my little flower!

----------o----------

EXERCISE 7

A PRODIGAL SON

A Drama in Four Acts

By

Charles R. Prosser

--- Dramatis Personae ---

Eugene Elmore	The Prodigal Son
Colonel Elmore	His father
Annie Elmore	A sister
Lizzie Dobbs	A young woman of high principle
John Dobbs	Her elder brother
Hattie Dobbs	A school-girl sister
Mr. Ernest Wingfield	A typical bachelor
Uncle Reuben	An old family servant
Sam	A black boy

Time between first and second acts -- one day; between second and third -- two years; between third and fourth -- one week.

Modern Costumes.

----------ooo----------

EXERCISE 8

Fourth Act

(Scene: the Elmore home, one week later. Reuben discovered mending a hole in an old coat, and droning a darkey melody. Enter Sam with bread in his hand, eating, and smacking his lips.)

(SAM) I believe I could eat all de time.

(REUBEN) Look hyar, boy, what's de matter wid you anyway. You neber does seem to have nuff to eat. Whar did you git dat bread from?

(SAM) Miss Annie, she gif to me.

(REUBEN) I bet she didn't. I bet you stole dat bread outen de pantry. Boy, de debble gwine git you if you don' min'. Don' you know what de Bible sez 'bout de thief what comes in de night and climbs ober in some oder way. Now when you sees sumthin right befo' you, taint so much harm, but when you opens a do' or climbs ober de fence, den it's a sin.

(SAM) I don't believe all dat's in de Bible. I neber seed nuthin like dat in my life.

(REUBEN) No, 'cause you neber reads de Bible.

(SAM) I bet I knows mo' 'bout it den you does. You don' even know what de Bible sez in de second chapter of Hezekiah.

(REUBEN) Who don' know. G'way from hyar, boy. What you take me fer?

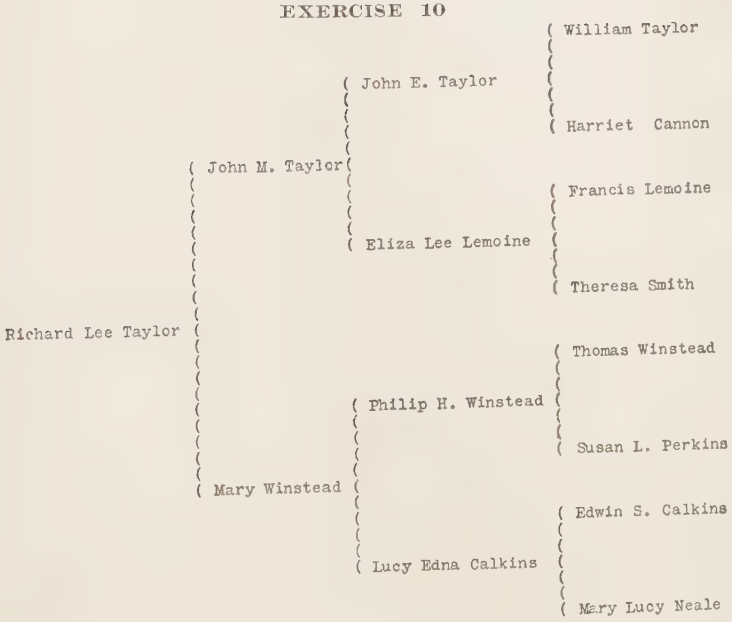
(SAM) Dat's all right, but I bet you neber read it in yo' life. What do it say?

EXERCISE 9

C O N T E N T S

I	Words	8
II	Sentences	16
III	Paragraphs	24
IV	The Composition as a Whole	39
V	The Influence of Punctuation	45
VI	The Opening Sentence	68
VII	The Closing Sentence	88
VIII	Dramatic Endings	110
IX	Dialogue	140
X	The Narrative Story	166
XI	Descriptions	180
XII	The Holding of Interest	192
XIII	The Central Idea	212
XIV	The Setting of a Story	226
XV	Plot Construction	240
XVI	How to Observe	280
XVII	The Test of Ability	298
XVIII	Conclusion	318

EXERCISE 10


William Taylor
John E. Taylor
Harriet Cannon
John M. Taylor
Francis Lemoine
Eliza Lee Lemoine
Theresa Smith
Richard Lee Taylor
Thomas Winstead
Philip H. Winstead
Susan L. Perkins
Mary Winstead
Edwin S. Calkins
Lucy Edna Calkins
Mary Lucy Neale

EXERCISE 11

THE RIGHTS OF THINGS

Which consist in dominion over

(I Things real; in which are considered
(
((1 Their several kinds, viz.:
(((1 Corporeal
(((2 Incorporeal
((
((2 The tenures by which they may be holden, viz.:
(((1 Ancient
(((2 Modern
((
((3 Estates therein;
(((1 Quantity of interest, viz.:
((((1 Freehold
(((((1 Of inheritance
(((((2 Not of inheritance
((((2 Less than freehold
((((3 On condition
(((2 Time of enjoyment; in
((((1 Possession
((((2 Remainder
((((3 Reversion
(((3 Number and connections of the tenants; who may hold in
((((1 Severalty
((((2 Joint tenancy
((((3 Coparcenary
((((4 Common
((
((4 Title to them, which may be gained or lost by
(((1 Descent
(((2 Purchase, which includes
((((1 Escheat
((((2 Occupancy
((((3 Prescription
((((4 Forfeiture
((((5 Alienation by common assurances;
(((((1 Deed
(((((2 Matter of record
(((((3 Special custom
(((((4 Devise
(
(II Things personal, or chattels; in which are considered

(1 Their distribution
(2 Property therein
(3 Title to them, which may be gained or lost

EXERCISE 12

ARTICLES OF INCORPORATION

of

THE BALTIMORE BUILDING AND LOAN ASSOCIATION

KNOW ALL MEN BY THESE PRESENTS: That the undersigned, their associates, and successors hereby associate themselves together as a body corporate under the laws of the State of Maryland, and to that end do hereby adopt the following Articles of Incorporation, to wit:

I

The name and title of this corporation shall be THE BALTIMORE BUILDING AND LOAN ASSOCIATION. Its principal office shall be located in the City of Baltimore, State of Maryland. The corporation shall continue for a period of FIFTY YEARS, unless it shall before the termination of that time be dissolved by a vote of two-thirds of its stockholders.

II

This corporation shall possess and exercise all the powers and privileges conferred upon corporations by the forty-second Section of the Code of Maryland and all amendatory acts and laws.

III

The general business of this corporation shall be the assisting of its members to save money and to build homes. It shall be empowered to accumulate funds by the sale of stock or by money paid by members on the instalment plan, as may be provided by the by-laws hereafter. It shall have the power to loan such funds, with their accrued earnings to its members, upon mortgage or other real estate securities; or in lieu of other security may accept the pledge of stock held by the borrowing member. It shall be empowered to own, purchase, sell, or mortgage such real

EXERCISE 13

----o----

S P E C I F I C A T I O N S

For

FIVE-TON DRY PLATE ICE-MAKING PLANT

And

REFRIGERATION FOR ICE STORAGE

For

THE MEXICAN CENTRAL RAILWAY COMPANY, LIMITED

Aguas Calientes

Mexico

By

THE WESTINGHOUSE AND WILLIAMS COMPANY

New York and Chicago

-----ooo-----

EXERCISE 14

ASSEMBLING: After drilling, the straps are to be removed, all burrs cleaned off, and the plates to be assembled, metal to metal, with parallel turned bolts fitting the holes before riveting.

Each course to be built independently to template. The various courses and their heads are to be assembled by a hydraulic forcing press.

RIVET PRESSURE: All rivets are to be driven with hydraulic pressure and held until cool.

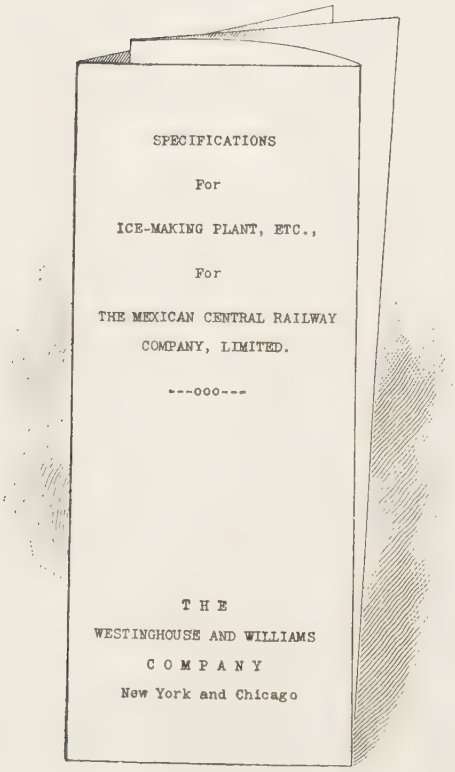
DRUM HEADS: All drum heads to be fitted with manholes. The heads shall be hydraulic forged at a single heat, with manhole ring and stiffening plate in position; there shall be flat raised seats for stand pipe and feed connections. The edges of head and manhole face shall be turned off true.

MANHOLE FITTINGS: The manhole plate and guards are to be of forged steel. The plate, eleven inches by fifteen inches, shall be faced and turned to a true oval to fit the head.

STEAM FLANGES: The steam flanges, five inches by eleven inches, are to be recessed to make a male and female joint, fitted with stud bolts with taper threads.

CROSS BOXES: The drum cross boxes shall be hydraulic forged from a single sheet without seams or rivets.

EXERCISE 16



SPECIFICATIONS

For

ICE-MAKING PLANT, ETC.,

For

THE MEXICAN CENTRAL RAILWAY
COMPANY, LIMITED.

---ooo---

T H E
WESTINGHOUSE AND WILLIAMS
C O M P A N Y
New York and Chicago

AMMONIA CONDENSER: The ammonia condenser is composed of eight sections, each with eight pipes approximately nineteen feet, six inches long. Pipes are made of 1 1/4 inch full weight, extra heavy pipe, and are set into special cast headers so arranged as to make a stuffing box joint and to bring the headers and pipe together without a thread joint in the pipe. The condenser is of the most economical type in water consumption and is furnished with a full set of water distributors, regulating, and controlling valves. It is also furnished with cast iron supports upon which the sections rest.

OIL TRAP: One oil intercepting trap is on the discharge gas line of the compressor. Trap is furnished with cast iron wall brackets, gauge glasses, and automatic safety gauge cocks. It consists of wrought iron cylinder, with welded heads, and will be tested tight to a pressure of 500 pounds before being shipped.

SCALE TRAP: Scale traps are furnished on suction pipes leading to the compressor, to prevent dirt from entering compressor cylinders.

AMMONIA RECEIVER: The liquid ammonia receiver is arranged to receive liquid ammonia from the condenser. The receiver is fitted with cast iron wall brackets, floor stands, controlling valves, purge valves, gauge glasses, and automatic safety gauge cocks. Receiver is made of extra heavy wrought iron cylinder, with welded heads, and will be tested to a pressure of 500 pounds before shipment.

AMMONIA GAUGES: There will be one set of ammonia gauges, consisting of a suction gauge and condenser gauge mounted on a marble gauge board, with additional separate expansion gauges mounted on each half of the freezing tank. Gauges are to be marked with plain lettering on the dials, signifying the purpose for which each gauge is to be used. These gauges will be of neat design.

EXERCISE 17

--- S P E C I F I C A T I O N S ---

------ooo------

IN GENERAL:

All lumber used in the construction of this dwelling shall be of the best grade of yellow pine, except where otherwise specified. This lumber shall be free from large knots or other imperfections tending to impair its strength. All bricks shall be of the best quality red, good shape, and well burnt. These shall be laid in mortar composed of one part of Baltimore cement and two parts of white river sand.

JOISTS:

The floor joists shall be four inches by ten inches, and shall be spaced twenty inches from centar to center.

TRIMMERS:

Trimmers around all openings shall be double mortised and tenoned together. All framing around smoke flues shall be so constructed that not less than six inches of solid brick work shall be between the inside of said smoke flues and the adjacent woodwork.

GIRDERS, RAFTERS, ETC.:

The girders, rafters, collar beams, lookouts, etc., shall be of the exact dimensions called for in the drawings attached hereto; and they shall be well spiked.

SHEATHING:

All sheathing shall be of yellow pine boards seven-eighths of an inch thick and not over ten inches wide. Every board must be nailed to every rafter with two or more galvanized nails. The sheathing on the four dormer windows shall be the same as that of the main roof.

SHINGLES:

The main roof, the dormer roofs, the roofs and bases of all porches and bay windows shall be covered with the best cypress shingles five by

EXERCISE 18

STATE OF VIRGINIA:

In the Circuit Court of Richmond County, November Term, 1903.

LEROY W. SANDERS, Plaintiff,

Versus : In Chancery.

HENRY C. FAIRCHILD, Defendant.

This cause came on to be heard at a term of this court held in and for the County of Richmond, at the courthouse in the city of Warsaw, the 28th day of November, 1903, before his Honor, T. R. B. Wright, and a jury.

APPEARANCES:

Mr. Thomas Lansdale for the Plaintiff.

Mr. Henry DeShields for the Defendant.

C. Eugene Hallett, a juror, having been duly sworn as to his qualifications, upon being examined by Mr. Lansdale, testified as follows:

Mr. Lansdale:

Q. Mr. Hallett, are you related in any way to the defendant in this case?

A. I am not.

Q. Have you expressed or formed any opinions about the case?

William H. Brown, called as a witness for the plaintiff, was sworn and testified as follows:

By Mr. Lansdale:

Q. What is your age, Mr. Brown? A. Forty-two years.

Q. You reside in Salem, do you not? A. I do.

Q. Are you acquainted with both the plaintiff and the defendant in this suit? A. I am.

Q. Please state to the jury just what you saw and heard of the difficulty between the plaintiff and the defendant on the 25th day of May, 1904. A. Well, I was at Salem that day. I was in Cameron's dry goods store when I heard some loud talking like there was a quarrel going on. I went out on the porch, and Mr. Sanders and Mr. Fairchild were in the street talking rather loud. I believe the fight was over then. That was all that I saw.

Q. Did you hear what passed after the fight? A. Yes, I heard what they said to each other.

Q. Did you hear Mr. Fairchild tell Mr. Sanders that he was a common rogue and that he had been convicted as such? A. No, I did not, but I heard from several people standing around that he did make--

THE COURT: You cannot tell what you heard others say. Just state what you yourself heard and saw.

Witness: Well, the fact is I did not hear anything of that kind myself. It might have been said after I left.

CROSS-EXAMINATION

By Mr. Williams:

Q. Mr. Dorland, have you ever had any dealings with Harry Travers that were not satisfactory?

A. No, sir; I never have.

Q. Did you ever know him to do a dishonest act?

A. I never did in my life.

Q. From what you have known of Mr. Travers by working side by side with him for six years, do you believe he intended to keep that money of the National Storage Company for his personal use?

Objected to by the attorney for the Commonwealth on the ground that the defense is seeking to draw out an opinion from the witness that is not competent evidence, that the opinion of the witness as to the defendant's intention is improper and inadmissible.

Objection sustained; exception taken by the defense.

By Mr. Williams:

Q. Well, I will ask you another question; Did Mr. Travers ever at any time tell you that he had eighty dollars of the company's money in his possession?

A. Yes, he did, and I asked him how he happened to have it.

Q. Was this before he was arrested?

LESSON 2

7. Law Work.—The paper for law work is 8 inches by 13 inches, a margin of $1\frac{1}{4}$ or $1\frac{1}{2}$ inches being ruled off on the left of the writing space by a double red line and a margin of about $\frac{1}{4}$ inch on the right by a single red line. Such paper must be placed in the typewriter perfectly straight, and the stops on the machine should be set so that the writing cannot run over the marginal lines. The writing should not commence too close to the top of the page, as space is required for binding. The last line should not be nearer the bottom of the sheet than $\frac{3}{4}$ inch.

Black record ribbons are the best for law work.

Legal documents give excellent opportunity for tasteful arrangement. They are usually double-spaced, but in arguments and briefs it is a good plan to single-space quotations and citations.

Introductory phrases such as "This deed," "Now therefore this instrument witnesseth," "To have and to hold," etc. may be written in capital letters with advantage. A small amount of red ruling sometimes improves the appearance of a legal paper, although many lawyers prefer plain work.

In law work, it is the custom to spell names, dates, and amounts in full, in order that there may be no chance of misconstruction. The signature lines should always be made on a law document, as they indicate where and how many names are to be signed. The lines are best made with the underscore.

Carbon copies are usually made of law papers. The ribbon copy is used as the original, although carbon copies have been decided to be valid.

Law documents should always be backed in such a way as to show their nature without unfolding. On a contract, the word "with" is used between the names of parties; on a deed or assignment, "to."

Exercises 21 to 32 should be carefully studied and thoroughly practiced. They should be considered not only as typewriting exercises, but as law forms with which a stenographer should be perfectly familiar.

State of Indiana)
: ss. Before the Coroner of Marion County.
County of Marion)

INQUEST ON THE BODY
OF
WILLIAM FELTON

The following is a transcript of the testimony taken before Coroner Randolph Patterson, and a jury, on the body of the above-named person, at 142 Meridian Street, Indianapolis, Indiana, February 16, 1904, at 10 o'clock, p.m.

_____
Official Reporter.

- -

STATE OF MARYLAND, to wit;

In the County Court of Carroll County, July Term, 1904.

WILLIAM T. SNEAD :
:
advs. : Motion for a New Trial
:
THE STATE :

And now comes the defendant, after verdict and before judgment, and moves the Court to set aside the verdict of the jury in said cause and to grant a new trial, because:

First; the Court erred in admitting to the jury improper evidence offered by the plaintiff, to which the defendant objected at the time.

Secondly; the verdict of the jury is against the law and evidence of the case and against the instructions of the Court.

EXERCISE 22

THE DISTRICT COURT OF THE UNITED STATES

for the Eastern District of Pennsylvania.

William K. Connellee, Plaintiff,	At Law
vs.	No. 826
Richmond and Reading Railway Company, Defendant.	Suit for Damage.

Plaintiff's Declaration

TO THE HONORABLE JUDGES OF THE DISTRICT COURT OF THE UNITED STATES FOR THE EASTERN DISTRICT OF PENNSYLVANIA:

Now comes the plaintiff in the above-entitled action and represents to the Court that he is a citizen of the state of New Jersey, etc.....

Commonwealth of Missouri

WAYNE COUNTY, SS. SUPERIOR COURT

To the Honorable, the Justices of the Superior Court:

John J. Hall, a deputy Commissioner of the Revenue for the aforesaid county of Wayne, respectfully represents to the court that on the 18th day of September, A. D. 1904, while in the discharge of his duties as said deputy Commissioner of the Revenue, etc.....

EXERCISE 23

COMMONWEALTH OF MASSACHUSETTS)
) ss. Municipal Court of the City of Boston.
COUNTY OF SUFFOLK .....)

Walter D. Bevis	:	
vs.	:	Defendant's Answer
Zachariah Neale	:	

And now comes the defendant in the above-entitled action and denies each and every allegation and item of the plaintiff's declaration.

And the defendant answers and says that his failure to perform his part of the contract attached to the plaintiff's declaration was wholly and entirely on account of the plaintiff's failure to comply with certain requirements of the said contract, to wit:

The plaintiff was required by said contract to furnish all lumber for the dwelling to be constructed by the defendant and to have said lumber on the premises on the 25th day of May, 1903; this the defendant says the plaintiff failed to do and did not deliver said lumber on the premises until the 11th day of June, 1903, whereby the defendant was not only delayed in receiving the necessary material for said dwelling but was hindered in arranging for the employment of his workmen.

And the defendant answers further and says that a certain portion of said lumber, when finally delivered by the plaintiff, was in such condition that it was impossible to proceed with the proper construction of the framework of the dwelling; that the plaintiff was repeatedly requested to deliver on the premises eighteen joists, and one thousand feet of pine sheathing to take the place of the inferior lumber; which the plaintiff wholly failed to do, so that the defendant was finally compelled to use the inferior material against his judgment, to the detriment of the dwelling, and to his own great damage .....

The Defendant,

By his Attorney.

BROWNELL AND COMPANY)
) In the Circuit Court of the Eighth
vs.) Judicial Circuit of Florida, for
) Washington County, suit pending.
LOREN J. COCKERELL)

By virtue of a commission issued out of the Circuit Court of the Eighth Judicial Circuit of Florida for Washington county addressed to any Notary Public of the state of Nebraska and to me delivered, commanding me to take the depositions of Louis E. Newman and Patrick J. Simpson, to be used as evidence in said cause, I, James J. Gillions, a Notary Public in and for the county of Lincoln and state of Nebraska, have caused said witnesses to appear before me and duly swore each of them true answers to make to the interrogatories and cross-interrogatories hereto attached.

After being so sworn the witnesses depose and say:

State of Michigan)
: ss.
County of Madison)

I, Ethelbert E. Burgess, a Notary Public in and for the county and state aforesaid, do hereby certify that the foregoing depositions of Thomas Brown and Lucy Brown, the witnesses before named, were taken before me, said witnesses and each of them first being by me duly sworn, as prescribed in the annexed commission, and were by me reduced to writing and read over to said witnesses, and that each of said witnesses subscribed his or her said deposition in my presence on the 7th day of July, A. D. 1903.

Witness my hand and seal of office, this the 7th day of July, 1903.

_____

STATE OF PENNSYLVANIA ::
:: ss.
COUNTY OF LACKAWANNA ::

BE IT REMEMBERED, that on this 12th day of April, A. D. 1904, before me, Lewis G. Thurlow, a Notary Public for the county and state aforesaid, personally came Charles H. Robertson, and acknowledged the foregoing instrument to be his act and deed, and desired that the same might be recorded as such.

IN WITNESS WHEREOF, I have hereunto set my hand and official seal, this 12th day of April, A. D. 1904.

_____

- -

KNOW ALL MEN BY THESE PRESENTS, that I, Maurice Miskimmon, of Scranton, Pa., acknowledge myself to be indebted to Frederick G. Bennett, of Philadelphia, Pa., in the sum of SEVENTY-EIGHT DOLLARS AND SEVENTY-FIVE CENTS ($78.75), with interest from this date; and for the security of said sum I do hereby mortgage and sell and assign to the said Frederick G. Bennett all my personal property of every description situate, lying, and being in the Linden Hotel, on Linden Street, Scranton, Pa. And I hereby authorize and empower the said Frederick G. Bennett to take possession of said property and effects, he to sell the same, and appropriate the proceeds to the payment of said debt and interest.

Witness my hand and seal, this the 18th day of April, A. D. 1904.

_____ :::::::: ::SEAL:: ::::::::

COUNTY OF NORTHUMBERLAND ::
:: ss.
STATE OF VIRGINIA ::

To the constable of Lottsburg district, or to the next constable of said county most convenient, G r e e t i n g :

Whereas, Frederick L. Perine on the 2d day of December, A. D. 1903, obtained judgment before me, the subscriber, a Justice of the Peace in and for said county, against M. W. Beatley for a debt of seventy-five dollars, as well as costs in that behalf expended and indorsed on this writ; these are therefore to command you to levy the said debt and interest thereon, with the costs, and the costs of this execution, of the goods and chattels of the defendant by distress and sale thereof according to law, returning the overplus, if any, to the defendant.

And how you have acted in the premises, return to me on the 1st day of March, A. D. 1904, together with this precept.

Witness my hand and seal this 15th day of February, A. D. 1904.

::::::::
_____ ::Seal::
::::::::

KNOW ALL MEN BY THESE PRESENTS, that we, Andrew Baker, of Kansas City, Missouri, as principal, and James J. Jenkins, of the same city and state, as surety, are held and firmly bound unto Jeremiah P. Hamilton, of Springfield, Missouri, in the sum of ONE THOUSAND DOLLARS ($1000) to be paid to the said Jeremiah P. Hamilton, his executors, administrators, and assigns; to which payment well and truly to be made, we do bind ourselves, jointly and severally, our heirs, executors, and administrators, firmly by these presents. Sealed with our seals, and dated this the 20th day of September, A. D. 1904.

NOW, THE CONDITION OF THIS OBLIGATION IS SUCH that if the said Andrew Baker shall duly perform and observe all the stipulations and agreements contained in a certain contract in writing, dated the 18th day of September, A. D. 1904, made between the said Andrew Baker, of the one part, and the said Jeremiah P. Hamilton, of the other part, for the erection of a certain dwelling on the land of the said Jeremiah P. Hamilton, in the county of Jefferson and state of Missouri, as by reference to said contract will more fully and at large appear, which on the part of the said Andrew Baker is to be performed and to be observed, and so that no forbearance on the part of the said Jeremiah P. Hamilton to said principal, or alteration of said recited contract, shall in any way release the said surety, his heirs, executors, and administrators from liability hereunder; then, this obligation to be void, otherwise to be and remain in full force and virtue.

IN WITNESS WHEREOF, we have hereunto set our hands and seals this the 20th day of September, A. D. 1904.

Signed, sealed, and delivered in the presence of

_____

_____ (SEAL)

_____ (SEAL)

EDWARD K. BANNING VS. THOMAS J. MITCHELL,

In the Superior Court of Baltimore City.

State of Maryland)
: ss.
County of Baltimore)

I, Leroy L. Leland, a Commissioner residing in Baltimore City and duly appointed by the governor of the state of Maryland, and qualified to take acknowledgments of deeds and administer oaths in the said state of Maryland, do hereby certify that on this 20th day of May, A. D. 1904, personally appeared before me Edward K. Banning, and made oath in due form of law that there is justly due and owing by Thomas J. Mitchell, the defendant in said case, to the plaintiff on the annexed account for goods sold, the sum of FIVE HUNDRED AND THIRTY-FIVE DOLLARS AND FIFTY CENTS ($535.50) over and above all discounts, to the best of his knowledge and belief; that he believes the said goods, wares, merchandise, effects, and chattels charged in the annexed account were bona fide delivered, as charged; that he has not, nor any person for him to his knowledge and belief, received any payment or satisfaction for articles charged, nor has he received any security for the same; and that the amount of FIVE HUNDRED AND THIRTY-FIVE DOLLARS AND FIFTY CENTS charged and claimed is justly due according to the best of his knowledge and belief. And at the same time also personally appeared Edward Atkinson, clerk of Edward K. Banning, and made oath in due form of law, that the goods, wares, merchandise, effects, and chattels charged in the annexed account were sold and delivered, as charged, to the said Thomas J. Mitchell, and at the price therein charged, and that the said Thomas J. Mitchell assumed to pay for the same.

THIS DEED, made this the 17th day of June, A. D. 1904, between James M. Booth, of Paducah, Kentucky, of the first part, and Cyrus K. Lorrimer, of Canton, Ohio, party of the second part, W i t n e s s e t h :

That the said party of the first part, for and in consideration of the sum of EIGHT HUNDRED AND FIFTY DOLLARS ($850.00), lawful money of the United States of America, to him in hand paid by the said party of the second part, at or before the ensealing and delivery of these presents, the receipt whereof is hereby acknowledged, has remised, released, and quitclaimed, and by these presents does remise, release, and quitclaim unto the said party of the second part, and to his heirs and assigns forever all that certain tract or parcel of land lying in Madison county, Ohio, known as the Cannon farm and described more fully in the map attached hereto and to be recorded as a part of this deed, said farm containing FIFTY-TWO ACRES, be the same more or less. Together with all and singular the tenements, hereditaments, and appurtenances thereto belonging or in anywise appertaining, and the reversion and reversions, remainder and remainders, rents, issues, and profits thereof. And also all the estate, right, title, interest, property, possession, claim, and demand whatsoever, as well in law as in equity of said party of the first part, of, in, or to above-described premises, and every part and parcel thereof, with the appurtenances. TO HAVE AND TO HOLD all and singular the above-mentioned and described premises, together with the appurtenances, unto the said party of the second part, and his heirs and assigns forever.

IN WITNESS WHEREOF, the said party of the first part has hereunto set his hand and seal the day and year first above written.

_____ ######
#Seal#
######

I, Andrew M. Jones, of the county of Marion and state of Indiana, being of sound and disposing mind and memory, do make, publish, and declare this to be my last will and testament, hereby revoking any and all former wills by me at any time heretofore made:

FIRST: I bequeath to my wife Mary E. Jones all the fixtures, prints, books, plate, linen, china, provisions, household goods, furniture, chattels, and effects which shall at my death be in, upon, or about my dwelling house and premises in the county and state aforesaid.

SECONDLY: I also give and bequeath to my wife Mary E. Jones the sum of Five Hundred Dollars, to be paid to her within one month after my death.

THIRDLY: I give and bequeath to my son Clifford N. Jones the sum of Five Hundred Dollars; to my son Howard L. Jones the sum of One Thousand Dollars; and to my daughter Alice H. Jones the sum of One Thousand Dollars.

FIFTHLY: All the rest, residue, and remainder of my estate, real, personal, and mixed, I give, devise, and bequeath to my son Clifford N. Jones, his heirs, executors, administrators, and assigns, absolutely and forever.

I make, constitute, and appoint my sons Clifford N. Jones and Howard L. Jones to be the executors of this, my last will and testament.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal this the 18th day of December, A. D. 1904.

_____ (Seal)

1840: Peters vs. Fleming, 6 M. & W., 42.

Schooling is necessary according to the station in life one is required to fill. The real question is whether or not the contract is for such as a person in the minor's station and rank in life would require. A minor may make contracts for necessary education.

1847: Tupper vs. Caldwell, 12 Met. (Mass.), 559.

Dewey, J. WHAT EXPENDITURES ARE EMBRACED IN THE TERM NECESSARIES? "In Co. Lit. 172-a it is said -- 'an infant may bind himself to pay for his meat, drink, apparel, necessary physic, and such other necessaries, and likewise for his good teaching or instruction, whereby he may profit himself afterward, x x x x.' The wants to be supplied, however, are personal; either those necessary for the proper cultivation of the mind, as instruction suitable and requisite to the useful development of the intellectual powers, and qualifying the individual to engage in business when he shall arrive at the age of manhood."

1851: Raymond vs. Loyl, 10 Barb. (N. Y.), 483.

The Judge says he hopes "it will never be decided that sending to a common school, at a suitable season, and to a reasonable extent, is not necessary in this country."

It is customary in statutes relating to articles of apprenticeship of minors to learn trades, to require that there shall be a stipulation in them providing for the furnishing of education, and there is a line of authorities (they need not be quoted here) declaring that the articles are void if such a provision is not made.

It may make a difference whether the child is emancipated by his parents or not, but it is not necessary that there shall be a formal emancipation, or that it shall be evidenced by writing. If a minor is allowed to receive his own wages, it is evidence of emancipation.

---: A b s t r a c t :---

of

the Title of

TRADERS REAL ESTATE COMPANY

to

Lot 10, Block 2
Tenth Ward, Scranton, Pa.

COMMONWEALTH OF MASS.

Municipal Court
of the City of Boston

Walter D. Bevis	
vs.	T o r t
Zachariah Neale	

Defendant's Answer

James M. Booth
To
Cyrus K. Lorrimer

D E E D

Filed June 20, 1904.

IN THE CIRCUIT COURT
OF WESTMINISTER COUNTY, INDIANA

McDonald

vs.

Burnside

Decision of Judge Wright

DISTRICT COURT
Marion County, Indiana

George Allison

vs.

Edwin Newsom, et al.

REFEREE'S SALE

No. 1046

COURT OF APPEALS

Lincoln vs. Brown

ARGUMENT OF PLAINTIFF

7. Preparing Copy for Printers.—As stenographers are nowadays frequently called on to write or copy matter that is to be set up in type, it is important to understand some of the marks used in preparing copy for the printer. Some of these marks are similar to the marks used in proof reading, which stenographers will do well to understand.

If it is desired to restore some matter that has been crossed out by mistake, put a line of dots (. . . .) under the matter and write the word *stet* (which means "Let it stand") in the margin. See Fig. 6*a*. *Tr.* or *trans.* written in the margin means that certain marked words in the line should be transposed. Another method of indicating a transposition is to number the words 1, 2, 3, etc. in the new order in which they are to come and then to write *tr.* or *trans.* in the margin.

Abbreviations should not be used unless it is desired to have them in the proof. If the copy reads *U. S.*, the compositor cannot be expected to set the words *United States;* from the days of his apprenticeship he is taught to "follow copy." If an abbreviation has been inadvertently used, a ring around it will indicate to the compositor (printers that set type are known as compositors) that the word is to be set in full.

If a capital letter is used and the writer then decides that a lower-case letter would be better, a diagonal line should be drawn through the capital. See the fifth line of Fig. 6*a*. If a capital is to be set where a small letter has been used, put three lines (≡) under the letter. See the fourth line of Fig. 6*a*.

A single line placed under a letter, word, or words, means that *Italic type* should be used; two lines (═), that SMALL CAPITALS should be used; three lines (≡), that REGULAR, or LARGE, CAPITALS should be used; and four lines (⩦), that *ITALIC CAPITALS* are to be used. A single waved line (∼) means that **black-faced type** should be used; three straight lines and a waved line (≋) that **BLACK-FACED CAPITALS** should be used. See the fourth line of Fig. 6*a*.

To make doubly sure, the correct line indication may be made and then [*ital*], [*b. f.*], etc., written in the margin.

It is not well to be too liberal in capitalizing, italicizing, and using black-faced type. Even in advertisements, the language used should be forcible enough to require only a limited amount of this mechanical emphasis.

The printer will always start a new paragraph if the sign ¶ is put before a word. If, instead of starting a new paragraph, it is desired merely to have the paragraph mark set there, after the old style in printing, write a marginal note to that effect.

If a new paragraph has been begun and it is desired to have no paragraph, write *No* ¶ near the first word or indicate by a line that the matter is to be "run in.". See how the third and fourth lines of Fig. 6*a* are marked.

Printers can set type from copy that contains many changes and interlineations, but as it is expensive to take up their time with complicated copy, it is common practice to have "clean copy" made of manuscript before sending it to the printer. Hence the stenographer will be called on to make many of the indicated changes, such as starting new paragraphs, restoring crossed-out matter, changing a lower-case letter to a capital, etc. But many of the changes and indications cannot be made on the typewriter and must be written in the copy after the typewriting is completed. The waved line, for example, cannot be written on the machine, and it is important to see that all indications and notes to the printer appear in the completed typewritten manuscript so that the author or editor will not have to go over the work again.

Manuscript for printers should be sent flat or folded—never rolled. The sheets should not be fastened together. It is a good idea to put a ring around the sheet number, so that it may not be mistaken for matter that is to be set up. As a general rule, matter in any margin with a ring around it will be construed as a note or direction and not as copy to be set, so whenever anything is not "copy," it is well to ring it.

When extra sheets are inserted after the original copy has been written and numbered, these extra sheets must also be numbered. If it is impracticable to renumber the entire manuscript, the inserted sheets should receive the numbers of the preceding sheets, with the addition of letters in regular alphabetical order. For example, if three sheets are inserted between sheets 10 and 11, the original page 10 should be renumbered 10a, and the inserted sheets numbered 10b, 10c, and 10d. It is also well in such a case to add a note like this: [*Compositor: Sheets 10b, 10c, and 10d follow here.*] If it becomes necessary to cancel two sheets between 10 and 13, write on top of sheet 10 [*Sheet 13 follows here; sheets 11 and 12 killed.*] "Killed" in the printing world means "eliminated" or "not to be used." The word *folio* is often used instead of sheet.

As a rule, it is not well to put additions on the back of a sheet, for they are likely to be overlooked. If an addition is ever written on the back, be sure to add a note reading [*See over*] or [*Insert here copy on back*]. It is better, however, to write the added matter on a slip, paste it to the edge of the original sheet and show by an asterisk or caret where it is to be inserted. Then fold the slip face down on the original sheet.

Copy for printers should be written double-spaced, with a good margin for notes and directions to compositor. Complicated copy may often be cut apart and pasted on new sheets and much laborious copying saved. Cancelation is not objectionable, if it is clear where the cancelation begins and ends. Where something is crossed out of the middle of a sentence, and the remaining matter is divided into two sentences be sure to put a punctuation mark at the end of the first part of the remaining matter and three underscores under the first letter of the following word. If all but one word of a line is to be canceled, better cancel that and write the word at the beginning of the next line; standing alone, a single word is likely to be overlooked by the printer.

When a paragraph is to be set in smaller type it is well to draw a vertical line in the left margin down the full length of

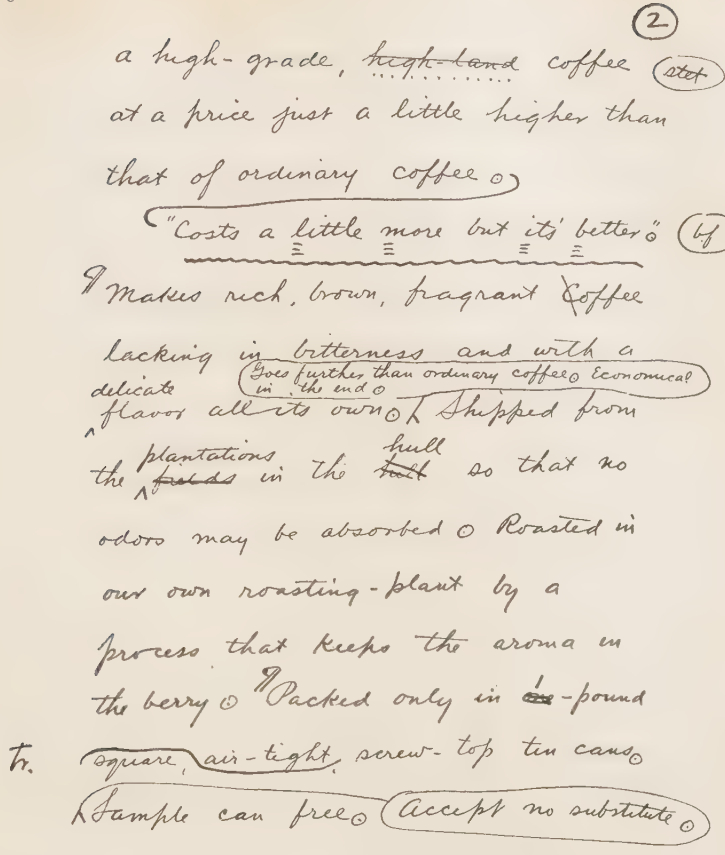

(2)
a high-grade, high-land coffee (start)
at a price just a little higher than
that of ordinary coffee ⊙
"Costs a little more but its' better." (bf)
Makes rich, brown, fragrant coffee
lacking in bitterness and with a
delicate (Goes further than ordinary coffee ⊙ Economical in the end ⊙)
flavor all its own ⊙ Shipped from
the plantations in the hull so that no
odors may be absorbed ⊙ Roasted in
our own roasting-plant by a
process that keeps the aroma in
the berry ⊙ Packed only in 1-pound
tr. square, air-tight, screw-top tin cans ⊙
Sample can free ⊙ (Accept no substitute ⊙)

FIG. 6*a*

a high-grade, high-land coffee at a price just a little higher than that of ordinary coffee.

"Costs a Little More but It's Better."

Makes rich, brown, fragrant coffee lacking in bitterness and with a delicate flavor all its own. Goes further than ordinary coffee. Economical in the end. Shipped from the plantations in the hull so that no odors may be absorbed. Roasted in our own roasting plant by a process that keeps the aroma in the berry.

Packed only in 1-pound, air-tight, square, screw-top tin cans. Accept no substitute. Sample can free.

FIG. 6*b*

This shows how the copy on the sheet reproduced in Fig. 6*a* appears when set up by the printer. Compare the two exhibits

the matter to go in the smaller type and to mark in the margin the size of the type desired.

If there is anything unusual in the copy, such as dialect spelling, it is a good idea to put [*Follow copy*] in the margin.

In preparing copy for anything to be printed in red and black, the copy will be much clearer to the printer if the portions to be printed in red are written with the red typewriter ribbon.

A comparison of Fig. 6*b* with 6*a* will show just how printers carry out some of the directions here explained. Fig. 6*b* was set up from the copy given in Fig. 6*a*.

TYPEWRITING
(PART 4)

CIVIL SERVICE WORK

GENERAL REMARKS

1. In the civil service examination, ample time is allowed for the required work if one has prepared thoroughly and applies himself diligently during the examination hours.

Too much stress cannot be put on the fact that accuracy and neatness are the most important points and are given a higher rating than speed. The reports of the Civil Service Commission show that a large percentage of competitors either fail wholly on the examination or are unable to attain a satisfactory percentage through haste and carelessness, both in reading the directions and in writing the exercises. It should be remembered that the examination of the papers is made by persons who have had no opportunity to observe the competitor that made them nor of knowing that he is capable of doing neat, rapid work. The ratings are made entirely on the appearance of the examination papers; if they are slovenly and inaccurate they will be rated accordingly, no matter how proficient the competitor may be.

The time to cultivate accuracy, neatness, and speed is before the examination, for, unless some gross injustice is done, no application for a reexamination will be considered. Of course, a person that fails to pass in an examination may, upon filing a new application in due time, enter the next examination.

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As all competitors are required to furnish their own typewriters, it is best to use in practice the machine that will be taken to the examination, or one of a similar make. Any kind of a typewriter may be used.

As the civil service examiners are not confined to any particular form of tests and are likely to vary the exercises from time to time, it is well to practice a variety of exercises and be prepared for anything that may come. In the most recent examinations not all of the tests described in this Section were given, but it is not improbable that all the tests may be included in future examinations. The exercises given here should be copied until they can be written neatly, accurately, and with confidence. They are thorough, all-around tests of a typewriter operator's ability, and if practiced faithfully there need be no fear of failure in an examination.

SPECIAL DIRECTIONS

2. The correct position of the hands is the foundation of method in typewriting. They should not be lifted from the keyboard any more than is absolutely necessary; the fingers should do the reaching and striking. During a pause, the fingers should rest lightly on the keys. Drill will overcome the awkwardness of the third and little fingers and make them capable of doing almost as much as the two stronger ones. Strike the space bar with the right thumb. When using a shift-key machine, operate the shift key with the left little finger. A smooth, light touch is the secret of speedy typewriting, and is best secured, not by the movement of the arm, but by the action of the wrist and the fingers. Sit erect directly in front of the machine, having the chair so adjusted that the elbows will be on a level with the highest part of the keyboard.

The most common fault of typewriter operators is that of pounding the keys. If the all-finger method is employed, the hands kept close to the keys, and the finger action used, this fault is avoided and the paper is not disfigured by heavily

struck keys. Punctuation marks especially should be struck lightly, for their faces are small and cut the paper more easily than the letters.

Do not divide small amounts expressed in figures by carrying part of an amount over to another line. All whole numbers should be separated by commas into periods of three figures each; in dates, however, the comma should be omitted. No space should be placed after the comma when it separates figures.

In reading matter, put one space after the comma, semicolon, or colon; when a capital follows a colon, two spaces may be used. Put two spaces after a period when it ends a sentence, but only one space when the period is used between a combination of two letters such as M. D., C. E., etc.

Use the small l (not capital I) to express one, and the capital O for the cipher, if the machine has no cipher.

Address official and prominent men as Honorable if their public services entitle them to it. Where the person addressed has a title, be sure to use it. Governmental correspondence is rather formal, the usual salutation being Sir and the closing phrase Respectfully yours or Respectfully submitted. The salutations Dear Sir and My dear Sir are, however, commonly used.

Underline the names of magazines and newspapers or write them entirely in capitals. In quoted matter, quote the beginning of each paragraph and the end of the last.

Spell out indefinite sums; as thirty or forty millions.

A. M., P. M., D. D., etc., and similar abbreviations, should not be run over in a line by themselves at the end of a paragraph, nor should they be divided at the end of a line.

The hyphen should be used in twenty-five, forty-two, etc.

Write 1519 First Street, Northwest; half-past two, half-yearly payments.

Do not begin a sentence with figures.

Do not divide a word so that a single letter will be left at the end of the next line, and do not carry a syllable over to a new line unless it contains at least three letters. Do not divide a word pronounced as one syllable; as, changed, drowned, etc.

There is no excuse for dirty type. Never try to correct figures by striking others over them; using the letter X to cross out errors spoils the appearance of any typewriting. When obliged to make erasures, make them neatly; it is possible to make corrections so that they are hardly noticeable.

Abbreviate and enclose in parentheses the names of states when the names of towns are used as adjectives; thus, the Chicago (Ill.) council, a Lowell (Mass.) citizen.

Corrections on carbon copies may be made in the right color if a small piece of carbon paper is placed or held between the ribbon and the paper when the correction is made.

The illustration of Fig. 1 gives an idea of how lines and borders are made on the typewriter. If the space bar of the typewriter is held down, the carriage will not move, and by rolling the paper and striking the colon or some other character, a straight, vertical line will be made. The ribbon on some machines will not move if the carriage remains stationary; in such cases, if the ink is light after several impressions, turn the ribbon spool a little with the hand.

Do not let the typewriting extend too far to the right edge of the paper. The right margin cannot be as regular as the left, but it should not be too ragged.

Where the typewriting is in columns, as in tabulating, always have at least one space between the vertical lines and the nearest figure or character. If the vertical border at the left edge of the paper is at 0, it is well, when filling in the statistics, to set the marginal stop at 2 in order not to bring the carriage back too far when starting new lines.

As a rule, abbreviations are not in good taste. Do not abbreviate the name of a city in dating a letter, nor instant, ultimo, received, company, agent, president, etc. in the body of a letter. Write all short names of states in full if there is room.

Do not put a period after th, st, or d unless they end sentences; nd and rd after figures have been superseded by d, as 2d, 3d. Use th or d only when the month (or a word standing for it, like instant or proximo) follows; do not use them when the year follows; let it be January 15, 1910.

Period, close dotted line .....

Period and space bar, open dotted line . . . . . .

Colon, double dotted line :::::::::::::::::::::::::::

Colon and Capital O O:O:O:O:O:O:O:O:O:O:O:O:O:O:O

Colon and capital X X:X:X:X:X:X:X:X:X:X:X:X:X:X:X

Hyphen, straight broken line ---------- ----------

Hyphen and space bar - - - - - - - - - - - - - - -

Small o and hyphen o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o

Quotation mark """""""""""""""""""""""""""""""""""""

M-I-S-C-E-L-L-A-N-E-O-U-S E-F-F-E-C-T-S

oooooooooooooooooooo X::X::X::X::X::X::X::X xxxxxxxxxxxxxxxxxxxxx

########################## :-:-:-:-:-:-:-:-:-:-:-: %%%%%%%%%%%%%%%%%%%%%%%%%

:::::::::::::::::::::: ..... ////////////////////

--/--/--/--/--/--/--/ x-o-x-o-x-o-x-o-x-o-x ooooooooooooooooo

-:- O -:- O -:- O -:- O -:- -oO:::::::::::::::::::::::::::::Oo-

-----:O:----- -----o----- -----cOo----- N O T I C E

:::::::::: - Seal :: --- ::::::::::: ----- ------- ---------

-oO Menu Oo- A-r-i-z-o-n-a

----------) ::::::::::::::::::::: .....o

The Government) :: The Commonwealth :

vs.) :: vs. :

John Smith) :: John Brown :

) :: :

----------) ::::::::::::::::::::: .....o

FIG. 1

In copying tabular forms and closely written matter of any kind, it is well to place a rule or some kind of line marker on the copy, slipping it down as each line is written. This will prevent the omission or duplication of a line.

Strike the hyphen twice to make a dash. It is superfluous to put a comma before or after a dash. Follow Gentlemen and Dear Sir in the salutations of letters by a colon; the hyphen after the colon is now generally omitted. In writing My dear Sir, do not capitalize dear. In writing Dear Sir, capitalize both words.

A little calculation will always enable one to center headings. Count the number of letters and spaces in the heading and subtract this from the length of the scale or from the width of the typewriting if the full scale is not used; divide this by 2 and the result will be the number of spaces from the left margin of the typewriting at which the first letter should be struck.

If spaces are used between letters of a word to lengthen a line, three spaces should be allowed between each word of the line.

When amounts of dollars are given without cents following, do not use the decimal point after the dollars. For instance, write five hundred dollars $500; the decimal point properly belongs with cents, not with dollars.

Punctuation marks at the end of headings, display lines, etc. may be omitted where they are not necessary to clearness.

PLAIN COPYING

3. Exercises 1, 2, and 3 are good examples of the work in federal offices. They are known in civil service examinations as **plain copying**, and competitors are required to reproduce a test exercise in every detail. Make exact copies of these three exercises; do not try to make changes or improvements. Where words are abbreviated, abbreviate them in your copy. The spacing, punctuation, capitalization, etc. should correspond in every particular with that of the exercises.

Do not be satisfied with writing each exercise once. Only by persistent practice can you hope to become both speedy and accurate. Government work deals largely with statistics and reports, and in the examinations much stress is placed on the ability to perform this class of work faultlessly and quickly.

The following scale of grades will show how the civil service examiners grade plain copying work:

		From 100 Deduct
1.	For each error in spelling	5
2.	For each word or figure omitted, repeated, or improperly inserted: Provided, that a deduction of 10 shall be made for two or more consecutive words, if the words do not constitute more than one printed line of the copy; that a deduction of 15 shall be made for more than one line, but not to exceed one and one-half printed lines; that a deduction of 20 shall be made for two printed lines or more than one and one-half lines; and that a proportionate deduction shall be made for a greater number of printed lines: Provided, further, that if the copying exercise shall consist of less than five printed lines the charge for the omission of one or more printed lines shall be double	5
3.	For each word inserted or added	5
4.	For each word or figure substituted	5
5.	For each transposition	5
6.	For each abbreviation not in the copy	5
7.	For each failure to capitalize according to copy	5
8.	For each failure to punctuate according to copy	5
9.	For each failure to paragraph according to copy	5
10.	For irregularity in left-hand margin	5
11.	For misdivision of a word at the end of a line	1
12.	For each omission or improper use of the hyphen in dividing a word at the end of a line	1
13.	For failure to indent as in copy (only one charge to be made in the exercise)	5
14.	For each variation from the printed copy in the use of parentheses, brackets, or the hyphen	5
15.	For each word altered, interlined, or canceled, for each blot, and for each minor erasure, if not neat: Provided, that not more than 5 shall be charged for one interlineation or cancelation or for blots	1
16.	For signing name	5
17.	For misplacement, want of neatness, etc	3 to 5

EXERCISE 1

Washington, D. C., August 28, 1902.

Hon. John C. Franklin,

Des Moines, Iowa.

Dear Sir:

I have the honor to state, in answer to your inquiry of December 30, that leaves of absence are granted to railway postal clerks who receive injuries in railway accidents while on duty which incapacitate them temporarily or permanently for service. These leaves cover a period of one year, unless the injured recover and return to duty before the expiration of that period. If the disability extends beyond a year, the Department is compelled, under existing laws, to retire the clerk from the service.

This regulation is a good one, but it does not meet the emergency fully and fairly. It does not do full justice to those so badly injured as to be unable to resume duty at the expiration of the year limit or who may never be able to perform the labor necessary to support themselves and families.

This office believes that the Department and Congress should not lose sight of the fact that the condition of the family of a clerk so badly injured as to be unable to contribute to its support permanently is, if anything, more deplorable than that of one instantly killed, because in the former case the family must not only support itself, but must provide the necessities, such as food, clothes, medicine, and medical attendance, for the disabled head.

It is respectfully recommended that some provision be made for the special employment of clerks who have been permanently disabled in railway accidents.

Very respectfully,

Postmaster-General.

EXERCISE 2

TO THE HONORABLE JOHN J. READ, CHAIRMAN OF THE UNITED STATES LIGHT-HOUSE BOARD, WASHINGTON, DISTRICT OF COLUMBIA:

The undersigned Commissioners appointed by you to inquire into the needs of a new lighthouse at Piney Point, on the Maryland side of the Potomac River, beg leave to submit the following report:

That on the twenty-third and twenty-fourth days of March, 1903, we made a thorough investigation of the present structure at said Piney Point, Maryland, taking soundings of the river, and interviewing pilots, sailors, and other persons familiar with the action of the river and the winds upon this lighthouse:

That we find the present structure ample for all existing requirements and, so far as we can ascertain, in as good condition as when it was erected.

Respectfully submitted April 10, 1903.

_____)
_____)
)
_____) Commissioners.
_____)
)
_____)
_____)

EXERCISE 3

MR. SULZER. The letter-carriers are obliged to carry and distribute the mail so many times a day on their respective routes, according to schedule; and if there are not enough men to do it in eight hours, then the letter-carrier must work on and on until the mail is delivered, according to schedule, no matter if it takes ten, twelve, fourteen, sixteen, or eighteen hours out of the twenty-four.

MR. TALBERT. I ask the gentleman if they do not get extra pay for this extra time they work, so that they get pay for all the work they do over eight hours -- these hard-worked people who never resign and hardly ever die.

MR. SULZER. I know my friend from South Carolina is in favor of economical government.

MR. TALBERT. I want to do what is right.

MR. SULZER. We know the gentleman does not want to spend a dollar of the people's money unless it is absolutely necessary. I agree with him in that. Because he stands for that principle of government, I commend him, not alone to his constituency, but to the country. I want to convince him, however, as I believe I have convinced many members of this House, that if there are any employes of this Government who work hard, who work faithfully, who are compelled to toil diligently day in and day out, who are honest and industrious at all times and who, in my judgment, are the poorest paid, take it all in all, in the employ of the Government -- they are the letter-carriers; and I trust the gentleman from South Carolina, in his magnanimity and love of justice, will not raise a point of order against this amendment.

-- CONGRESSIONAL RECORD --

CLEAN COPYING FROM ROUGH DRAFTS

4. Exercises 4, 5, and 6 are known as **rough drafts,** and every government typewriter operator is required to be able to make clean copies of interlined and corrected manuscripts. Examples are given of both pen-written and typewritten rough drafts.

In these three exercises, instead of following the copy strictly, as in the plain copying work, you are to correct all errors in grammar, spelling, punctuation, and capitalization, write in full all abbreviated words, and make all indicated insertions, transpositions, etc., and make what are known as **clean copies.** The idea is to make the draft as nearly perfect as possible with the least number of changes. The use of capitals and all omissions and mistakes will be taken into consideration in marking this subject. Be especially careful not to substitute or omit any words that would make an entire change in meaning.

Fig. 2 shows how Exercise 5 should appear when corrected. This should not be referred to, however, when making the corrected copy.

The following scale of grades will give a good idea of the minuteness with which civil service examiners mark copies of rough-draft exercises:

		From 100 Deduct
1.	For each error in spelling: Provided, That no charge shall be made for the repeated misspelling of the same word in the same manner	3
2.	For each error in syntax: Provided, That no charges shall be made for consequential errors	3
3.	For each change in tense or number that does not result in an error of syntax or radical change in the meaning: Provided, That only one charge shall be made except for inconsistency	1
4.	For each word omitted, inserted, or substituted that avoids a test or causes an essential change in the meaning	3
5.	For each word omitted, inserted, substituted, or repeated that does not avoid a test or cause an essential change in the meaning	1

The rural-delivery system is yet in its infancy, and I desire to say that no law passed by Congress in many years has been more in the interest of the masses of the toilers of this country than this.

It is the best educator for the people in the rural districts that has ever been attempted by the Government, and I must say that I am opposed to beginning thus early to meddle with a system that is doing so much good.

I have only a few routes in my district, yet wherever they are established the effect is soon apparent.

The first route established in my district was from my home town of Gadsden, a little less than two years ago. The carrier, Mr. Sutton, is an intelligent farmer, who is as proud of his route as an engineer becomes of his engine, and has great pride in building it up.

At the anniversary of its establishment he had a little entertainment at his son's house and invited several friends to be present, and I was one of his honored guests. In the meantime I had secured two other routes from the same place, and the carriers were both there at the old man's reception, both of them men of reputation and intelligence. The old man entertained us by detailing some facts concerning his route.

FIG. 2

		From 100 Deduct
6.	For omitting phrases or groups of words, charge:	
	For each important word	3
	For each unimportant word	1
	Provided, That not more than 10 shall be charged for the first ten words of an omission, and in addition 1 for each word thereafter.	
7.	For failure to write any transposition, insertion, or enclosure as indicated	3
8.	For making any transposition of a word or group of words not indicated, according to the gravity of the error	1 to 3
9.	For restoring a word or words that have been canceled in the copy: Provided, That only 3 shall be charged for restoring any group of words canceled together in copy	3
10.	For each error in capitalization, punctuation, indention, paragraphing, or in division of words	1
11.	For each abbreviation	1 to 3
12.	For each omission of the hyphen or for placing it at the beginning of the line instead of the end of the preceding line (total charges in either case not to exceed 5)	1
13.	For irregularity in the left-hand margin	1 to 3
14.	For each blot, for each word interlined or canceled, and for each alteration or erasure if not neat: Provided, That not more than 5 shall be charged for any one interlineation, cancelation, alteration, or erasure	1
15.	For writing a part of the exercise and then commencing again on account of errors	5
16.	For paraphrasing the language of the text, charge according to the gravity of the error	5 to 90
17.	For signing name	5

EXERCISE 4

~~Through~~ By this decision the right of the United States to the control of a continuous strip ~~of border~~ of the mainland shore, skirting all inlets and sinuosities of the coast, is confirmed: the entrance to Portland Canal, passing by Tongas Inlet, and ~~onward~~ to the Northwestward points of Wales and Pearse islands; a Line from the head of Port. Canal to the ~~forty~~ fifty-sixth degree of N. latitude, forms another part of the boundary; and the ~~outside~~ interior border of this strip is fixed by ~~this connecting~~ certain mountain summits lieing between Port. Canal and Mt. St. Elias, and running along the crest of the divide separating the coast slope from the inland watershead. This is the one place in ~~at the only part of~~ the frontier where the drainage ridge aproaches within ~~the distance of~~ the coast of 10 marine miles

the tidewater

is defined as

clearly defined

draun straight

EXERCISE 5

The Rural delivery system is yet in it's infancy, and I desire to say that no law passed in many years by congress has been more in the interest of the masses of the toilers of this country than this ~~has been~~.

It is the best educator for the people that has ever been attempted by the government, and I must say that I am oposed to ~~so~~ beginning ~~meeting~~ thus early to meddle with a system ~~which~~ that is doing so much good.

I only have a few routes in my district, yet wherever they are established the affect is soon apparent.

The first route established in ~~the~~ my district was a little less than two years ago, from my home town of Gadsden. The carrier is a intelligent farmer, who is as proud of his route as an enginer, and has great pride in building it up.

At the aniversary of it's establishment he had a little entertainment at his sons house and invited several friends to be present, in the meantime I had secured two other routes from the same place, and the carriers were both there at the old man's reception, both of them men of reputation and inteligence, and the old man entertained us by detailing some facts concerning his route

in the rural districts

Mr. Sutton

becomes of his enginer

and I was one of his honored guests

EXERCISE 6

like good penmanship

correct business

Although spelling is no longer fashionable, and success in life may be obtained without it, as many of our millionaires have shown, writers for the press cannot afford to neglect what it is to them a most important matter.

Errors in spelling in a MS. inevitebly prejudice readers and editors against it, since they give to the manuscript an appearance of illiteracy which must be much to its disadvantage ~~of the author~~. The ability to spell correct is not a gift, as many poor spellers are ~~only too~~ willing to have us believe. ~~Bad spelling is the result of~~ Poor spelling is really caused by careless, ~~and~~ inaccurate observation, and editors and Publishers has learned that no one can be a successfull writer who is not a careful and accurate observer. Slovenly manuscript generally speaking is almost always inferior manuscript, and it is the common experience of Editors that the manuscript of good writers is generally well prepared, even in small details and that they may usually pass bye carelessly written matter without fear of losing much ~~what they will have lost anything of worth~~.

Modern elementary education is unsatisfactory in many ways, but in no respect more so than in ~~the matter of~~ Orthography. It is widely know that a painfully small percentage of grammar and high school graduates can ~~not~~ spell even common words, and the teachers of English in the Colleges are constantly complaining because the students they have to learn show such ignorance.

COPYING TABULAR EXERCISES

5. The **tabulating exercises** in civil service examinations are photographic reproductions of typewriting.

The following exercises should be copied a number of times. Reproduce them in every particular, including the punctuation and other marks, and preserving all spaces between lines, words, figures, and characters—just as shown in copy. Any variation will reduce the percentage. Do not try to improve the arrangement in any way.

The following deductions are made by the civil service examiners for errors in copying tabular forms. It may be noted that many of the exercises given here are longer than the test exercises of the civil service examination; therefore, one need not feel discouraged if they cannot be copied in 15 minutes.

		From 100 Deduct
1.	For each original error in spacing, according to gravity	5 to 15
2.	For each minor error in spacing between words and in commencing lines	2 to 3
3.	For lack of neatness	5 to 10
4.	For each line omitted	10
5.	For each error in spelling	5
6.	For each word or figure omitted, inserted, added, or substituted	5
7.	For each transposition	5
8.	For each failure to punctuate according to copy	5
9.	For each failure to paragraph according to copy	5
10.	For omission of hyphen in dividing a word at the end of a line	3
11.	For each variation from the printed copy not covered by the above rules	3 to 5
12.	For preliminary tests on machine	5 to 15

Time consumed will be marked according to the following scale: If the competitor consume only 15 minutes, he will be credited with 100. When the time consumed is more than 15 minutes and not more than 25 minutes, 1 will be deducted from 100 for every minute consumed more than 15 minutes. When the time consumed is more than 25 minutes and not more than 35 minutes, 2 will be deducted from 90 for every minute consumed more than 25 minutes. When the time consumed is more than 35 minutes, 3 will be deducted from 70 for every minute consumed more than 35 minutes.

EXERCISE 7

DATES OF HISTORICAL EVENTS

------ Customarily or occasionally observed ------

-----o-----

January 1	Emancipation Proclamation, 1863.
January 8	Battle of New Orleans, 1815.
January 17	Franklin born, 1706.
January 17	Battle of the Cowpens, S. C., 1781.
January 18	Daniel Webster born, 1782.
January 19	Robert E. Lee born, 1807.
January 27	German Emperor born, 1859.
February 12	Abraham Lincoln born, 1809.
February 15	Battle-ship Maine blown up, 1898.
February 22	George Washington born, 1732.
February 22-23	Battle of Buena Vista, 1847.

EXERCISE 8

----: Specific Gravities :----

Liquids		Timber		Sundries	
Water	100	Cork	24	Indigo	77
Sea-water	103	Poplar	38	Ice	92
Dead Sea	124	Fir	55	Gunpowder	93
Alcohol	84	Cedar	61	Butter	94
Turpentine	99	Pear	66	Clay	120
Wine	100	Walnut	67	Coal	130
Cider	102	Cherry	72	Opium	134

The weight of a cubic foot of distilled water at a temperature of 60 degrees Fahrenheit is 1,000 ounces Avoirdupois, very nearly; therefore the weight (in ounces) of a cubic foot of any of the substances in the above table is found by multiplying the specific gravities by 10. For instance, one cubic foot of oak weighs 1,170 ounces; one cubic foot of marble 2700 ounces, and so on.

EXERCISE 9

PAY AND TERMS OF MEMBERS OF LEGISLATURE

States and Territories	Salaries of Members, Annual or Per Diem, while in Session	Terms of Members Years	
		Senators	Representatives
Alabama	$4 per diem	4	4
Arizona	4 per diem	2	2
Arkansas	6 per diem	4	2
California	8 per diem	4	2
Colorado	7 per diem	4	2
Connecticut	300 per annum	2	2
Delaware	300 per session	4	2
Florida	6 per diem	4	2
Georgia	4 per diem	2	2
Hawaii	400 per annum	4	2
Idaho	5 per diem	2	2
Illinois	1,000 per annum	4	2
Indiana	5 per diem	4	2
Iowa	550 per term	4	2
Kansas	3 per diem	4	2
Kentucky	5 per diem	4	2
Louisiana	5 per diem	4	4
Maine	150 per annum	2	2
Maryland	5 per diem	4	2
Massachusetts	750 per annum	1	1
Michigan	3 per diem	2	2
Minnesota	5 per diem	4	2
Mississippi	400 per annum	4	4
Missouri	5 per diem	4	2
Montana	6 per diem	4	2
Nebraska	5 per diem	2	2
Nevada	8 per diem	4	2
New Hampshire	200 per annum	2	2
New Jersey	500 per annum	3	1
New Mexico	4 per diem	2	2
New York	1,500 per annum	2	1
North Carolina	4 per diem	2	2
North Dakota	5 per diem	4	2
Ohio	600 per annum	2	2

All of the States and Territories pay mileage also, except Delaware and New Jersey, but in these two states free transportation on all railroads is accorded to members by law.

EXERCISE 10

United States Navy Pay Table

Rank	At Sea	On Shore Duty	On Leave or waiting orders
Admiral	$13,500	$13,500	.....
Rear-Admirals, first nine	7,500	6,375	.....
Rear-Admirals, second nine	5,500	4,675	.....
Captains	3,500	2,975	.....
Commanders	3,000	2,550	.....
Lieutenant-Commanders	2,500	2,125	.....
Lieutenants	1,800	1,530	.....
Lieutenants (Junior Grade)	1,500	1,275	.....
Ensigns	1,400	1,190	.....
Chief Boatswain, Chief Gunners, Chief Carpenters, and Chief Sailmakers	1,400	1,400	.....
Naval Cadets	500	500	$500
Mates	900	700	500
Medical and Pay Directors, and Inspectors	4,400	.....	.....

EXERCISE 11

ADDITIONS TO THE TERRITORY OF THE UNITED STATES FROM 1800 to 1900

Territorial Division	Year	Area Added Sq. Miles	Purchase Price Dollars
Louisiana Purchase	1803	875,025	15,000,000
Florida	1819	70,107	5,499,768
Texas	1845	389,795	.....
Oregon Territory	1846	288,689	.....
Mexican Cession	1848	523,802	18,250,000
Purchase from Texas	1850	.....	10,000,000
Alaska	1867	599,446	7,200,000
Gadsden Purchase	1853	36,211	10,000,000
Hawaiian Islands	1897	6,740	.....
Porto Rico	1898	3,600	.....
Pine Islands (West Indies)	1898	882	.....
Guam	1898	175	.....
Philippine Islands	1899	143,000	20,000,000
Samoan Islands	1899	73	.....
Additional Philippines	1901	68	100,000
Totals		2,937,613	$86,049,768

Of the $18,250,000 paid Mexico $3,250,000 was in payment of claims of American citizens against Mexico. Area purchased from Texas amounting to 123,784 square miles is not included in the column of area added because it became a part of the area of the United States with the admission of Texas.

EXERCISE 12

Statistics of Crime

Elements	Prisoners in the United States in 1890 with Nativity and Parentage		
	Aggregate	Men	Women
The United States	82,329	75,924	6,405
White	57,310	52,894	4,416
Native	40,471	38,156	2,315
Both parents native .	21,037	20,101	936
One parent foreign ..	2,881	2,729	152
Both parents foreign	12,601	11,766	835
One or both parents unknown	3,952	3,560	392
Foreign born	15,932	13,869	2,063
Birthplace unknown ...	907	869	38
Colored	25,019	23,030	1,989
Negroes	24,277	22,305	1,972
Chinese	407	406	1
Japanese	13	12	1
Indians	322	307	15

The above comprises the latest statistics published by the United States and appeared in the census of 1890. The report on crime and pauperism, according to the census of 1900, has not been issued by the Census Office, but is expected to be ready in 1903. Of the 114,620 parents of the white prisoners 45,732 were native, 60,153 were foreign born, and the birthplaces of 8,735 were reported as unknown. Omitting the unknown, the percentage of prisoners of the native element was 43.19 and of the foreign element 56.81.

EXERCISE 13

THE ELECTORAL VOTE IN 1904

The following is the Electoral Vote of the States as based upon the Apportionment Act of 1900

States	Electoral Votes	States	Electoral Votes
Alabama	11	Nevada	3
Arkansas	9	New Hampshire	4
California	10	New Jersey	12
Colorado	5	New York	39
Connecticut	7	North Carolina	12
Delaware	3	North Dakota	4
Florida	5	Ohio	23
Georgia	13	Oregon	4
Idaho	3	Pennsylvania	34
Illinois	27	Rhode Island	4
Indiana	15	South Carolina	9
Iowa	13	South Dakota	4
Kansas	10	Tennessee	12
Kentucky	13	Texas	18
Louisiana	9	Utah	3
Maine	6	Vermont	4
Maryland	8	Virginia	12
Massachusetts	16	Washington	5
Michigan	14	West Virginia	7
Minnesota	11	Wisconsin	13
Mississippi	10	Wyoming	3
Missouri	18		
Montana	3	T o t a l	476
Nebraska	8		

Electoral Votes necessary to a choice --- 239

TABULATING STATISTICS

6. Another form of exercise given by civil service examiners is the arranging of statistics into appropriate tables. The statistics are given to competitors in solid form—that is, as reading matter—and each competitor must use his own judgment as to the arrangement of the table, except that the examiners usually specify the number of columns that the table must show.

CAUSES OF DEATH IN THE CENSUS YEAR 1900

with proportion from each cause per 100,000

---oOo---

Causes of Death	1900	
	Number	Proportion
Pneumonia	105,971	10,688
Consumption	111,059	10,198
Heart Disease	69,315	6,671
Diarrheal diseases	46,907	4,514
Unknown causes	40,539	3,901
Diseases of the kidneys	36,724	3,534
Typhoid fever	38,379	3,405
Cancer	29,475	2,837
Old age	29,222	2,812
Apoplexy	26,901	2,589

FIG. 3

The statistics given in Exercises 14, 15, 16, 17, and 18 are to be put into tabular form. Give proper general and column headings without abbreviations; figures are not considered abbreviations. The general heading should be brief but should show clearly the facts given in the table, and each column heading should indicate the facts given in that column. Do not use the full width of the typewriter scale; leave one or two spaces at each end. Great care must be

taken in these tables to see that the figures are copied correctly; errors of this nature are serious and will reduce the percentage materially. Where special comments on the statistics are given at the close, they should not be embodied in the table but neatly typewritten after it.

Before arranging the form for any of these exercises, run over the statistics to find the longest line; unless this is done it will likely be found, by the time one is half through the table, that some of the columns will not be wide enough.

It is usually better to first arrange the headings of the table and divide the width for the different columns; leave the vertical lines and the bottom border to be made after all the facts have been written.

Fig. 3 shows how Exercise 18 should appear after it has been tabulated. Compare this closely with the statistics, but do not refer to it when doing your own work on the exercise.

The following scale of grades is used by the civil service examiners in marking the tabulation of solid statistics:

		From 100 Deduct
1.	For omitting the general heading	10
2.	For improper general heading	5 to 10
3.	For each column heading omitted (total charges not to exceed 10)	5
4.	For each inaccuracy in column headings (total charges not to exceed 10)	1 to 3
5.	For each irregular margin to columns	3 to 10
6.	For each column omitted or substituted	25
7.	For each additional column inserted	10
8.	For each abbreviation contrary to instructions (total charges not to exceed 35)	5
9.	For each unnecessary run over to following line	5
10.	For each word or item omitted, added, or changed (for the omission of a whole line, 10), and for each transposition of items	5
11.	For each error in the name of an individual, state, or place, and for each error in other entries (only one charge to be made for the full name of an individual or for a single-column entry or for the repeated misspelling of the same word)	5
12.	For each error in spelling in headings, and for other minor errors not specified	2 to 5

		From 100 Deduct
13.	For want of neatness by reason of blots, erasures, etc.	5 to 15
14.	For each comma used in place of a decimal point, or vice versa (total charge not to exceed 10)	2
15.	For each error in punctuation (total charges not to exceed 5)	1
16.	For omission of punctuation, thus evading test in spacing	5 to 20
17.	For omission of $ or other signs required by copy	10
18.	For improper repetition of $ or other signs required by copy	5
19.	For each error not specified above	5 to 10
20.	For drawing lines with hyphen, period, or other character, between lines in table	10
21.	For preliminary tests on machine	5 to 15

Time consumed will be marked according to the following scale: If the competitor consume only 20 minutes in tabulating, he will be credited with 100. When the time consumed is more than 20 minutes and not more than 25 minutes, 1 will be deducted from 100 for every minute consumed more than 20 minutes. When the time consumed is more than 25 minutes and not more than 35 minutes, 2 will be deducted from 95 for every minute consumed more than 25 minutes. When the time consumed is more than 35 minutes, 3 will be deducted from 75 for every minute consumed more than 35 minutes.

EXERCISE 14

The following figures on the automobile industry show that during the year 1900, California, with 4 manufacturers, produced 4 automobiles of the total value of $9,350; Connecticut, with 4 manufacturers, produced 911, of the value of $1,890,592; Illinois, with 6 manufacturers, produced 671, value $758,777; Indiana, with 4 manufacturers, produced 55, value $61,915; Maine, with 3 manufacturers, produced 13, value $13,100; Maryland, with 3 manufacturers, produced 25, value $55,500; Massachusetts, with 17 manufacturers, produced, 1,198, value $789,892; Missouri, with 3 manufacturers, produced 28, value $29,600; New Jersey, with 8 manufacturers, produced 248, value $452,655; New York, with 21 manufacturers, produced 624, value $471,547; Ohio, with 8 manufacturers, produced 188, value $240,600; Pennsylvania, with 13 manufacturers, produced 74, value $73,455; Wisconsin,

with 6 manufacturers, produced 124, value $30,900; other states, with 9 manufacturers, produced 29, value $12,565.

A total of 109 manufacturers produced 4,192 automobiles of the value of $4,890,448.

EXERCISE 15

The following figures on savings banks show the deposits in the United States every ten years from 1830 to 1890 and annually from 1890 to 1900:

In 1830, 36 banks, with 38,085 depositors, showed a total of $6,973,304; in 1840, 61 banks, with 78,701 depositors, showed $14,051,520; in 1850, 108 banks, with 251,345 depositors, showed $43,431,130; in 1860, 278 banks, with 693,870 depositors, showed $149,277,504; in 1870, 517 banks, with 1,630,846 depositors, showed $549,874,358; in 1880, 629 banks, with 2,335,582 depositors, showed $819,106,973; in 1890, 921 banks, with 4,258,893 depositors, showed $1,524,844,506; in 1891, 1,011 banks, with 4,533,217 depositors, showed $1,623,079,749; in 1892, 1,059 banks, with 4,781,605 depositors, showed $1,712,769,026; in 1893, 1,030 banks, with 4,830,599 depositors, showed $1,785,150,957; in 1894, 1,024 banks, with 4,777,687 depositors, showed $1,747,961,280; in 1895, 1,017 banks, with 4,875,519 depositors, showed $1,810,597,280; in 1896, 988 banks, with 5,065,494 depositors, showed $1,907,156,277; in 1897, 980 banks, with 5,201,132 depositors, showed $1,939,376,035; in 1898, 979 banks, with 5,385,746 depositors, showed $2,065,631,298; in 1899, 942 banks, with 5,687,818 depositors, showed $2,230,366,964; in 1900, 1,002 banks, with 6,107,083 depositors, showed $2,449,547,885.

EXERCISE 16

Public lands vacant and subject to entry and settlement in the public-land states and territories July 1, 1902.

Alabama, number of acres of surveyed land 304,060, unsurveyed land, none, total number of acres 304,060; Alaska, surveyed, none, unsurveyed 367,983,505, total 367,983,505; Arizona, surveyed 11,158,346, unsurveyed

36,137,316, total 47,295,662; Arkansas, surveyed 3,008,215, unsurveyed, none, total 3,008,215; California, surveyed 33,601,480, unsurveyed 7,950,954, total 41,552,434; Colorado, surveyed 34,130,115, unsurveyed 4,294,297, total 38,424,412; Florida, surveyed 1,275,244, unsurveyed 160,070, total 1,435,314; Idaho, surveyed 12,375,308, unsurveyed 29,927,351, total 42,302,659; Kansas, surveyed 979,608, unsurveyed, none, total 979,608; Louisiana, surveyed 145,055, unsurveyed 65,018, total 210,073; Michigan, surveyed 386,170, unsurveyed, none, total 386,170; Minnesota, surveyed 1,533,635, unsurveyed 2,019,508, total 3,553,143; Mississippi, surveyed 152,540, unsurveyed, none, total 152,540; Missouri, surveyed 269,541, unsurveyed, none, total 269,541; Montana, surveyed 17,545,210, unsurveyed 43,985,304, total 61,530,514; Nebraska, surveyed, 8,980,857, unsurveyed, none, total, 8,980,857; Nevada, surveyed 30,154,755, unsurveyed 31,145,063, total 61,299,818; New Mexico, surveyed 40,821,541, unsurveyed 14,335,575, total 55,157,116; North Dakota, surveyed 10,121,977, unsurveyed 4,949,500, total 15,071,477; Oklahoma, surveyed 3,789,976, unsurveyed, none, total 3,789,976; Oregon, surveyed 23,597,960, unsurveyed 8,275,711, total 31,873,671; South Dakota, surveyed 10,985,547, unsurveyed 397,866, total 11,383,413; Utah, surveyed 10,865,862, unsurveyed 31,242,617, total 42,108,479; Washington, surveyed 4,945,116, unsurveyed 6,128,145, total 11,073,261.

EXERCISE 17

Arrange the following statistics in a double tabular form, having the names of the states in two columns, one near the left margin and the other near the center. (See Exercise 13.)

The annual reports of the agents of the United States Bureau of Indian Affairs in 1900 showed that the Indian population was 270,544, distributed in the several states as follows: Arizona 40,189, California 11,431, Colorado 995, Florida 575, Idaho 3,557, Indian Territory 86,265, Iowa 385, Kansas 1,211, Michigan 7,557, Minnesota 8,952, Montana 10,076, Nebraska 3,854, Nevada 8,321, New Mexico 9,480, New York 5,343, North Carolina 1,436, North Dakota 8,276,

Oklahoma 13,926, Oregon 4,063, South Dakota 19,212, Texas 290, Utah 2,115, Washington 9,827, Wisconsin 10,726, Wyoming 1,642, Miscellaneous 849.

Of the above, 98,199 wore citizens' dress and 32,846 wore a mixture of Indian and civilized clothing. Those who could read numbered 46,044, and 57,975 could carry on an ordinary conversation in English.

EXERCISE 18

The following statistics show the causes of death in the census year 1900, with proportion from each cause per 100,000:

Pneumonia, number of deaths 105,971, proportion 10,688; consumption, number 111,059, proportion 10,198; heart disease, number 69,315, proportion 6,671; diarrheal diseases, number 46,907, proportion 4,514; unknown causes, number 40,539, proportion 3,901; diseases of the kidneys, number 36,724, proportion 3,534; typhoid fever, number 38,379, proportion 3,405; cancer, number 29,475, proportion 2,837; old age, number 29,222, proportion 2,812; apoplexy, number 26,901, proportion 2,589.

WRITING FROM DICTATION

7. Probably the most trying test of civil service examination is the writing of dictation direct on the typewriter. Usually the trouble is that the competitor has not been accustomed to taking dictation direct on the machine. If some regular practice is had, this part of the examination will prove easy and a high rating secured. The matter dictated is not difficult. One of the examiners will dictate to each competitor separately a passage or simple letter of 150 or 200 words, which must be written direct on the machine. The dictation will be given in groups of four or five words at a time, and as speed is an important element in this exercise, the examiner will read as rapidly as the competitor may desire and indicate. The examiner will call out all punctuation marks and paragraphs. The written sheet must be surrendered immediately after the competitor has finished writing, no time being allowed for correction.

Washington, D. C., January 2, 1904.

Honorable Claude A. Swanson,

Richmond, Virginia.

Sir:

Answering your inquiry of December 30, I beg leave to inform you that the Post-Office Department prefers, when possible, to have the names of all new post-offices consist of a single word; and it is best to have the word a short one.

The persons interested should make up a list of the preferred names, consulting the post-office directory in order that they may be sure there are not already offices of the names they select. For instance, if the suggested name "Barnes" should be adopted for the new Virginia post-office, it might seriously conflict in the mail service with Barnes, Pennsylvania, when the names of the two states were abbreviated on envelopes. It is therefore preferred to adopt short names as dissimilar as possible to those of existing post-offices, in order that chances for error in the mail service may be reduced to a minimum.

Respectfully yours,

FIG. 4

Q. How long were you in conversation with him the second time? A. Oh, we were not talking long, probably in the neighborhood of three or four minutes.

Q. Was there anybody else with him at that time? A. No, sir; nobody else.

Q. Did you go to dinner with him? A. No, sir.

Q. Why did you not? A. Well, I told him it would be impossible for me to go, as I had a very pressing engagement.

Q. Is it not a fact, Mr. Smith, that you went to dinner with this defendant. A. No, sir; I did not.

Q. I will ask you whether or not he displayed any money at that time? A. Yes, sir; he displayed considerable cash.

FIG. 5

Exercises 19, 20, 21, 22, and 23 give a good idea of the matter dictated in a civil service examination. If you cannot get some one to read them to you, copy them direct on the machine. The punctuation marks are printed in words, just as they are spoken in dictating. In writing the exercises, of course, the characters must be used instead of writing "period," "comma," etc. Where the word "paragraph" occurs, that word is not to be written but a new paragraph is to be begun with the next word given by the reader. Where the reader calls "period," the next word must, of course, begin with a capital. In Exercise 20, as the word "question" is dictated, no interrogation point is dictated.

Fig. 4 shows how Exercise 19 and Fig. 5 how a part of Exercise 20 should appear when written.

The table of grades following shows the marking of the dictation exercises by the civil service examiners:

		From 100 Deduct
1.	For each error in spelling	5
2.	For each word omitted, added, or substituted	5
3.	For each mechanical error in a word, such as striking wrong key, striking one letter over another, crowding letters, spacing between letters, etc. (charges not to exceed 5 for two or more errors in one word)	3
4.	For each error in punctuation	2
5.	For each transposition	3
6.	For each abbreviation	2
7.	For each error in capitalization	1
8.	For each failure to use hyphen when required	1
9.	For each wrong use of hyphen	1
10.	For each error in division of words	1
11.	For irregularity in left-hand margin	1 to 5
12.	For each failure to space between words	3
13.	For each word repeated	3
14.	For each error in spacing between lines (total charges not to exceed 10)	3
15.	For extra space between words	1
16.	Striking letters in a line over band holding paper, thus making no impression on sheet, or running off sheet on right or left side	3 to 10
17.	Gross irregularity in right-hand margin	3 to 5
18.	For writing one line over another	10

Time consumed will be marked according to the following scale: For a speed of 65 words a minute a credit of 100 will be given, and for every word in speed less than 65 a minute 1 will be deducted from 100 down to and including 45 words a minute. For a speed of 45 words a minute a credit of 80 will be given, and for every word in speed less than 45, down to and including 35, a deduction of 1½ from 80 will be made. For a speed of 35 words a minute a credit of 65 will be given, and for every word in speed less than 35 a deduction of 2 from 65 will be made.

EXERCISE 19

Date a letter Washington D C January the second nineteen hundred and four name Honorable Claude A Swanson address Richmond Virginia period Sir colon paragraph answering your inquiry of December thirtieth comma I beg leave to inform you that the post-office department prefers comma when possible comma to have the names of all new post offices consist of a single word semicolon and it is best to have the word a short one period paragraph the persons interested should make up a list of the preferred names comma consulting the post-office directory in order that they may be sure there are not already offices of the names they select period for instance comma if the suggested name quote Barnes quote should be adopted for the new Virginia post office comma it might seriously conflict in the mail service with Barnes comma Pennsylvania comma when the names of the two states were abbreviated on envelopes period it is therefore preferred to adopt short names as dissimilar as possible to those of existing post offices comma in order that chances for error in the mail serivce may be reduced to a minimum period Respectfully yours

EXERCISE 20

In the following exercise use the abbreviations Q. and A. for question and answer.

Paragraph question how long were you in conversation with him the second time answer oh comma we were not talking long comma probably in the neighborhood of three or

four minutes period paragraph question was there anybody else with him at that time answer no comma sir semicolon nobody else period paragraph question did you go to dinner with him answer no comma sir period paragraph question why did you not answer well comma I told him it would be impossible for me to go comma as I had a very pressing engagement period paragraph question is it not a fact comma Mr. Smith comma that you went to dinner with this defendant answer no comma sir semicolon I did not period paragraph question I will ask you whether or not he displayed any money at that time answer yes comma sir semicolon he displayed considerable cash period paragraph question do you know of your own knowledge how much answer I could not state the exact amount period paragraph question was it all gold or silver answer I believe it was all gold period paragraph question do you know the denomination answer I don't understand the question semicolon what do you mean interrogation point paragraph question do you know whether or not they were five comma ten comma or twenty dollar gold pieces answer they looked very much to me like twenty dollar gold pieces period paragraph question did he offer you this money for the purpose of safe-keeping

EXERCISE 21

Paragraph the citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow men on that side of the Atlantic period in the wars of the European powers comma in matters relating to themselves comma we have never taken any part comma nor does it comport with our policy so to do period it is only when our rights are invaded comma or seriously menaced comma that we resent injuries or make preparations for our defense period with the movements in this hemisphere we are comma of necessity comma more immediately connected comma and by causes which must be obvious to all enlightened and impartial observers period the political system of the allied powers is essentially different comma in this

respect comma from that of America period this difference proceeds from that which exists in their respective governments period and to the defense of our own comma which has been achieved by the loss of so much blood and treasure comma and under which we have enjoyed unexampled felicity comma this whole nation is devoted period paragraph we owe it comma therefore comma to candor and to the amicable relations existing between the United States and those powers comma to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere comma as dangerous to our peace and safety period

---

EXERCISE 22

Paragraph what was it interrogation point it was not worldly prosperity semicolon for though Esau lost it comma he had an abundant fortune semicolon four hundred armed retainers followed at his heel semicolon the great country of Edom owned his sway semicolon till comma after a life of splendid and unbroken prosperity comma he went down to the grave in peace at a good old age period there is nothing in the brief record which we have of him to make us think that he lived a broken or disappointed life period all that this world could give was his period the sunshine of worldly prosperity touched with golden light all the wavelets that broke upon the beach of his life period the exceeding bitter wail of momentary disappointment was soon forgotten in his satisfaction of having lost nothing which he really cared for comma while so much was still left to him that his soul loved period whatever the birthright was comma it evidently was not worldly prosperity semicolon for of this comma Esau comma who lost it comma probably had more than Jacob comma who won it period

EXERCISE 23

Paragraph Mr. President comma what is this bill interrogation point what is the purpose which it is designed to

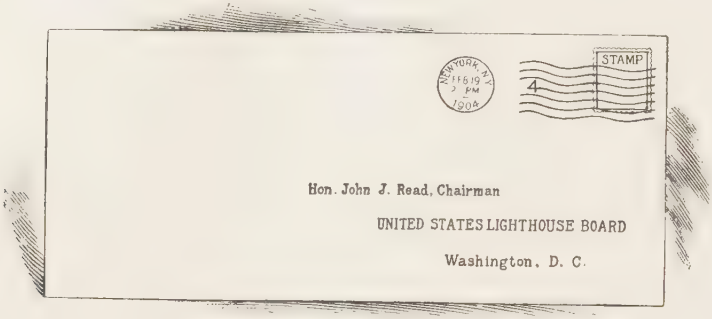


FIG. 6

accomplish interrogation point is it a tax bill comma a commerce bill comma or an attempted exercise of the police

FIG. 7

power to suppress fraud interrogation point as to the last purpose comma it is admitted on all sides comma I believe

comma that congress has no authority to exercise the police power as a primary object to suppress fraud within the states period paragraph the bill cannot be maintained as a bill to regulate commerce comma because the power of congress is confined to the regulation of commerce between the states and foreign countries comma and the bill in its operation

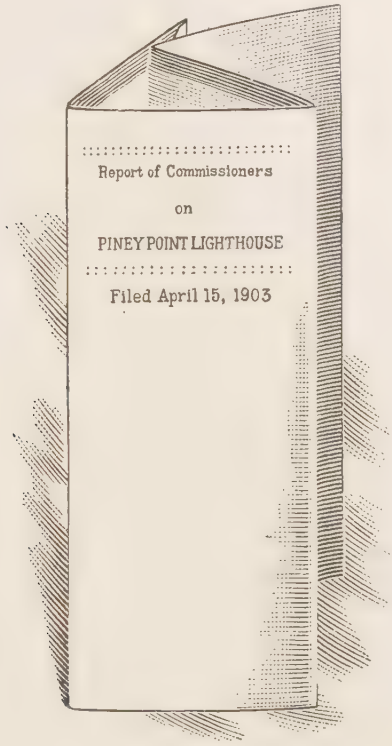


Fig. 8

is designed to extend beyond the limits of that jurisdiction period it applies not merely to commerce within the states comma but also comma as pointed out by the senator from Texas parenthesis Mr. Bailey parenthesis yesterday comma it is to operate upon commerce confined wholly within the limits of a state period

ADDRESSING AND FOLDING

8. There should always be a blank space of at least one full line left between the lines of the address on an envelope; sometimes two spaces are better than one. See Fig. 6. As a rule, write titles in full on the same line with the name. If the title is unusually long, it is permissible to abbreviate it on the first line or write it in full on the second.

Fig. 7 shows how a letter sheet should be folded for an official envelope. The sheet is divided into three equal sections, two folds being made; the width remains the same as that of the unfolded sheet. Fig. 8 shows how papers and documents of legal-cap size should be folded and backed. The lower edge of the paper is first brought up even with the top and the fold made; then the folded edge is brought over to the top.

A SERIES OF QUESTIONS AND EXAMPLES

Relating to the Subjects Treated of in this Volume

It will be noticed that the Examination Questions contained in the following pages are divided into sections corresponding to the sections of the text of the preceding pages, so that each section has a headline which is the same as the headline of the section to which the questions refer. No attempt should be made to answer any questions or to work any examples until the corresponding part of the text has been carefully studied.

SPELLING.

LESSON 1.

INSTRUCTIONS FOR STUDYING.

The Instruction Paper in Spelling is apportioned into four divisions. The First Division contains thirty-four exercises and extends from page 1 to exercise 35 on page 7.

In studying the exercises in the Instruction Paper, look closely and carefully at each word, and form a correct mental picture of the word before attempting to write it. Form the habit of training the eye to *see* the word forms correctly before *writing* them.

Write all the words in each exercise as many times as it is necessary to write them before you can spell them correctly. If you can spell a word, it will not be necessary to write it more than once, but in case you cannot spell it, write it five, ten, or fifteen times, or until you *can* spell it. This may be done on paper or on a slate.

In order that the words in each exercise may be fully understood, we suggest that you consult a dictionary for the meaning of all words which are new.

Each exercise should be written in the order in which it occurs in the Instruction Paper. Number each exercise and write the words in columns, using capitals only where used in the Instruction Paper. Do not crowd your work.

In the exercises marked "Homonyms," write the definition after each word. Write, also, the sentences, putting in the right words, and underlining the words inserted.

For notice of copyright, see page immediately following the title page.

INSTRUCTIONS FOR SENDING IN WORK.

After you have written the words in the exercises in a division, write correctly the list of words in the Question Paper for that division, and send both in at the same time. All words given in the Question Papers should be corrected without referring to the Instruction Paper.

For Lesson 1, send to the School for correction, the words in the First Division and the words in the following list, written correctly:

1. cloke,
2. aporn,
3. coller,
4. forhead,
5. juce,
6. cheek,
7. claus,
8. chearful,
9. pendilum,
10. niece,
11. nefew,
12. granfather,
13. brekfast,
14. shugar,
15. sausage,
16. venzen,
17. pudden,
18. practis,
19. pallace,
20. travle,
21. cubboard,
22. sellar,
23. fernice,
24. atick,
25. transom,
26. libray,
27. dence,
28. city,
29. contries,
30. pigen,
31. conder,
32. purch,
33. iland,
34. crumb,
35. dresst,
36. charcole,
37. serface,
38. hoing,
39. greatful,
40. strate,
41. prarie,
42. plateau,
43. presant,
44. shovles,
45. ismus,
46. quarrel,
47. mery,
48. reck.
49. speach,
50. milatary,
51. basen,
52. boul,
53. seive,
54. sausor,
55. portrate,
56. sissors,
57. matress,
58. bureau,
59. mirrer,
60. bolester,
61. curten,
62. musick,
63. climer,
64. croka,
65. seder,
66. chestnut,
67. leaver,
68. pinsers,
69. blosom,
70. sipress,
71. bruze,
72. neither,
73. necesary,
74. gaters,
75. parosol,
76. minet,
77. cousen,
78. buzy,
79. waggen,
80. hearth,
81. schollars,
82. remidy,
83. ment,
84. consert,
85. parrot,
86. eagel,
87. fethers,
88. pinyon,
89. channell,
90. middel,
91. longe,
92. severel,
93. hickry,
94. adz,
95. mollases,
96. carriges,
97. shaul,
98. wrench,
99. dumbly,
100. dettor.

LESSON 2.

INSTRUCTIONS FOR STUDYING.

The Second Division of the Instruction Paper contains forty-three exercises and extends from exercise 35, page 7, to exercise 78, page 17.

Read carefully the instructions in Question Paper No. 1, and follow them in all the Question Papers in Spelling.

Write all the words in the exercises in the Second Division and send them to the School, together with the following list of words written correctly.

Correct the following list of words:

1. skane,
2. habbit,
3. dungon,
4. comfert,
5. seive,
6. tong,
7. lettice,
8. Wensday,
9. orchard,
10. medow,
11. turnop,
12. pumkin,
13. sirpent,
14. radish,
15. transparrent,
16. gorrila,
17. cival,
18. obligeing,
19. courteous,
20. onest,
21. deceatful,
22. tobbaco,
23. rabit,
24. buffaloe,
25. patient,
26. hurrycane,
27. vessle,
28. frigget,
29. sereal,
30. rought,
31. pruen,
32. currant,
33. rasberry,
34. bannana,
35. mellon,
36. lilacks,
37. dasies,
38. geraneums,
39. atention,
40. secreat,
41. extreme,
42. discribe,
43. decent,
44. fredom,
45. treeson,
46. sceme,
47. sieze,
48. collum,
49. sourse,
50. circle,
51. daly,
52. savige,
53. paralel,
54. diviser,
55. chocalate,
56. vanila,
57. vinegar,
58. journy,
59. atorney,
60. commic,

61. galop,
62. guinea,
63. gorgous,
64. common,
65. biscut,
66. surloin,
67. crevacs,
68. promis,
69. croud,
70. scurge,
71. carpentar,
72. crokay,
73. nectar,
74. legue,
75. seeling,
76. surtan,
77. cemetary,
78. pedler,
79. engine,
80. compleat,
81. complection,
82. caben,
83. dessimal,
84. musketo,
85. favorite,
86. ancent,
87. fatel,
88. artic,
89. celary,
90. chrismas,
91. erand,
92. ernest,
93. comit,
94. jellous,
95. intrest,
96. silinder,
97. poisen,
98. sipher,
99. celibrate,
100. cinamon.

LESSON 3.

INSTRUCTIONS FOR STUDYING.

The Third Division of the Instruction Paper contains thirty-eight exercises and extends from exercise 78, page 17, to exercise 116, page 26.

When all the words in each exercise in the Third Division have been written, send them to the School, together with the following list of words written correctly.

Correct the following list of words:

1. migreat,
2. neather,
3. prarie,
4. omolet,
5. endeaver,
6. ridicule,
7. freckel,
8. liquer,
9. decied,
10. determin,
11. secret,
12. temperit,
13. remander,
14. batchilor,
15. wate (heaviness),
16. peice (a part),
17. spicey,
18. crasy,
19. axcede,
20. adieu,
21. councel,
22. disperce,
23. recieve,
24. present,
25. emmigrate,
26. resite,
27. isical,
28. comprize,
29. gilty,
30. excursion,
31. grannet,
32. metalic,
33. sythe,
34. sterril,
35. crulety,
36. dubble,
37. ceder,
38. sphear,
39. tumer,
40. seenery,
41. colander,
42. elipse,

43. dispair,
44. commerce,
45. deposite,
46. courtesey,
47. villan,
48. occured,
49. truly,
50. cisturn,
51. transum,
52. ludicrous,
53. corse (rough),
54. creture,
55. rane (rule),
56. linen,
57. callico,
58. chints,
59. cashmear,
60. alpacca,
61. parsle,
62. solem,
63. siringe,
64. calandar,
65. splender,
66. eraser,
67. musilage,
68. mackeral,
69. anualy,
70. porus,
71. studyous,
72. capatel (building),
73. thear (in that place),
74. dilicious,
75. noisey,
76. hight,
77. busely,
78. usualy,
79. mussles,
80. hesitate,
81. surprize,
82. campain,
83. vegitable,
84. salery,
85. seperate,
86. keresene,
87. meddicine,
88. believe,
89. warior,
90. crule (unkind),
91. steake (a slice of meat),
92. miricle,
93. sergicle,
94. phisicile,
95. feirceness,
96. fausett,
97. burgler,
98. victals,
99. callous,
100. boquet.

LESSON 4.

INSTRUCTIONS FOR STUDYING.

The Fourth Division of the Instruction Paper contains thirty-five exercises; also, the names of the states and territories, and a table of common abbreviations. This division extends from exercise 116, page 26, to the end, on page 39.

Learn to spell the names of the states and territories and their abbreviations; study, also, the table of common abbreviations.

Send to the School the words in each exercise in the Fourth Division, together with the following list of words written correctly.

Correct the following list of words:

1. absense,
2. bargin,
3. fatige,
4. machien,
5. notise,
6. courige,
7. marridge,
8. leisure,
9. nusance,
10. nostrels,
11. tortise,
12. kurnel (an army officer),
13. shariad,
14. celler (underground room),
15. gravey,
16. mischief,
17. conciet,
18. neibor,
19. exorcise,
20. idleize,
21. civalise,
22. varitey,
23. rezemble,
24. pacify,
25. discuss,
26. reathe,
27. mispend,
28. similiar,
29. imortal,
30. legicy,
31. herecy,
32. secrecy,

33. abundence,
34. eligant,
35. temperence,
36. quincy,
37. dilagent,
38. feaver,
39. typhiod,
40. canser,
41. collick,
42. naushea,
43. dispepsey,
44. neuralgia,
45. rhumatism,
46. parylasis,
47. pleurisy,
48. dilireum,
49. absess,
50. prohibbit,
51. independant,
52. unyun,
53. decliration,
54. cartrige,
55. oficial,
56. redout,
57. tirany,
58. reprisent,
59. goverment,
60. cavelry,
61. artilery,
62. bayonet,
63. recrute,
64. hospitle,
65. furlow,
66. pistle,
67. propriator,
68. editer,
69. corespondent,
70. entry,
71. teligrams,
72. amuzements,
73. miscelaneous,
74. warior,
75. procedes,
76. sinical,
77. promisary,
78. anticedant,
79. partecipal,
80. captain,
81. precede,
82. decease,
83. pallisade,
84. linement,
85. Cincinatti,
86. penshion,
87. scollop,
88. gitar,
89. sinnegogue,
90. glicerin,
91. nesesary,
92. garantee,
93. simton,
94. buisness,
95. catipiler,
96. perpus,
97. agreable,
98. explanation,
99. suitible,
100. curiosity.

Write the abbreviations for each of the following words:

1. Louisiana,
2. Missouri,
3. Maryland,
4. Colorado,

5. Nebraska,
6. Maine,
7. Indian Territory,
8. District of Columbia,
9. Georgia,
10. Kentucky,
11. Oklahoma,
12. Indiana,
13. Virginia,
14. Florida,
15. Oregon,
16. Utah,
17. California,
18. Wyoming,
19. Vermont,
20. Illinois,
21. Iowa,
22. Idaho,
23. Alabama,
24. Alaska,
25. Connecticut.

Write the meaning of each of the following abbreviations:

1. Col.,
2. inst.,
3. Esq.,
4. MS.,
5. acct. or a/c,
6. D. D.,
7. Admr.,
8. Dec.,
9. A. D.,
10. ult.,
11. i. e.,
12. viz.,
13. P. M.,
14. pro tem.,
15. Gen.,
16. doz.,
17. vs.,
18. Atty.,
19. e. g.,
20. etc.,
21. N. B.,
22. P. S.,
23. R. R.,
24. prox.,
25. U. S. M.

SHORTHAND

LESSON 1

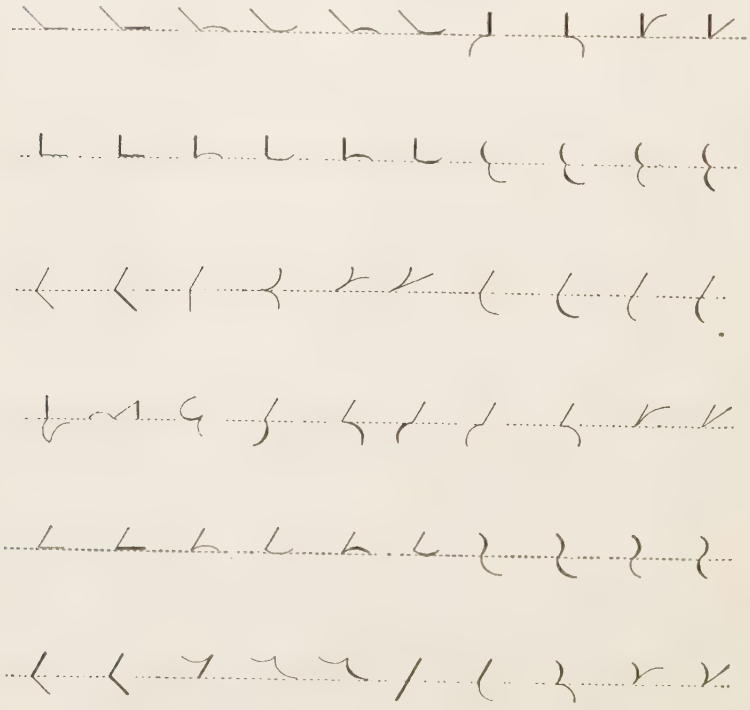
EXAMINATION QUESTIONS

WRITING EXERCISE

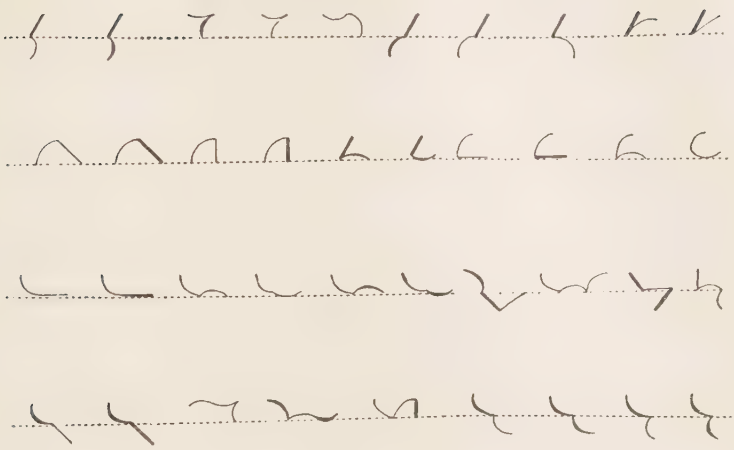
P, B, T, D, Ch, J, F, V, Ith, The, S, Z, Sh, Zh, W, Y, El, Ar, Lay, Ray, K, Gay, M, N, H, Ng, P-P, B-P, T-P, D-P, Ch-P, S-P, Zh-P, W-P, Ar-P, Lay-P, Ray-P, J-B, F-B, V-B, Ith-B, Z-B, Sh-B, Zh-B, S-B, P-T, B-T, T-T, D-T, The-T, Lay-T, Ray-T, K-T, P-D, T-D, F-D, V-D, Ith-D, Sh-D, K-D, Gay-D, M-D, N-D, H-D, Ng-D, P-Ch, B-Ch, T-Ch, Ch-Ch, J-Ch, F-Ch, V-Ch, The-Ch, Z-Ch, Sh-Ch, W-Ch, Lay-Ch, Ray-Ch, K-Ch, M-Ch, N-Ch, Ng-Ch, P-J, B-J, D-J, J-J, F-J, W-J, El-J, Lay-J, Ray-J, Gay-J, M-J, N-J, P-F, B-F, F-F, V-F, Z-F, Sh-F, Zh-F, Lay-F, Ray-F, K-F, M-F, N-F, Ng-F, P-V, B-V, Z-V, Zh-V, Gay-V, M-V, P-Ith, D-Ith, V-Ith, Ith-Ith, The-Ith, W-The, P-The, B-The, T-The, Ith-The, W-The, Lay-The, K-The, Gay-The, T-S, D-S, Ch-S, J-S, F-S, Ith-S, S-S, Z-S, Sh-S, Zh-S, K-S, M-S, N-S, Ch-Z, F-Z, Ith-Z, S-Z, Z-Z, Sh-Z, Lay-Shay, P-Shay, D-Shay, Ch-Sh, F-Sh, Zh-Sh, W-Sh, Ar-Sh, K-Sh, N-Sh, H-Sh, Ch-Zh, J-Zh, V-Zh, Lay-Zh, P-W, T-W, D-W, J-W, S-W, Sh-W, W-W, Ar-W, Lay-W, P-Y, T-Y, J-Y, F-Y, V-Y, The-Y, N-Y,

P-El, B-El, Ch-El, F-El, V-El, The-El, Gay-El, N-El, P-Ar, D-Ar, Ch-Ar, V-Ar, Sh-Ar, W-Ar, Ar-Ar, Lay-Ar, P-Lay, Ch-Lay, V-Lay, Ith-Lay, W-Lay, Ray-Lay, P-Ray, D-Ray, Ch-Ray, Ith-Ray, S-Ray, Ar-Ray, P-K, Lay-K, Ray-K, K-K, Y-Gay, El-Gay, Ar-Gay, H-Gay, Ng-Gay, D-M, F-M, V-M, S-M, Z-M, Y-M, El-M, Ar-M, K-M, P-N, J-N, W-N, Y-N, El-N, Gay-N, M-N, N-N, H-N, Ng-N, S-H, Z-H, K-H, P-Ng, B-Ng, Ch-Ng, F-Ng, Ith-Ng, S-Ng, W-Ng, El-Ng, Lay-Ng, Ray-Ng, K-Ng, M-Ng, Ng-Ng, P-Lay-T, B-K-M, Lay-Ng-Ith, Ar-M-N, W-M-Ng, M-Ray-S, M-N-D, N-Gay-J, El-M-N, M-Lay-D, T-M-Ith, D-Gay-N-T.

READING EXERCISE



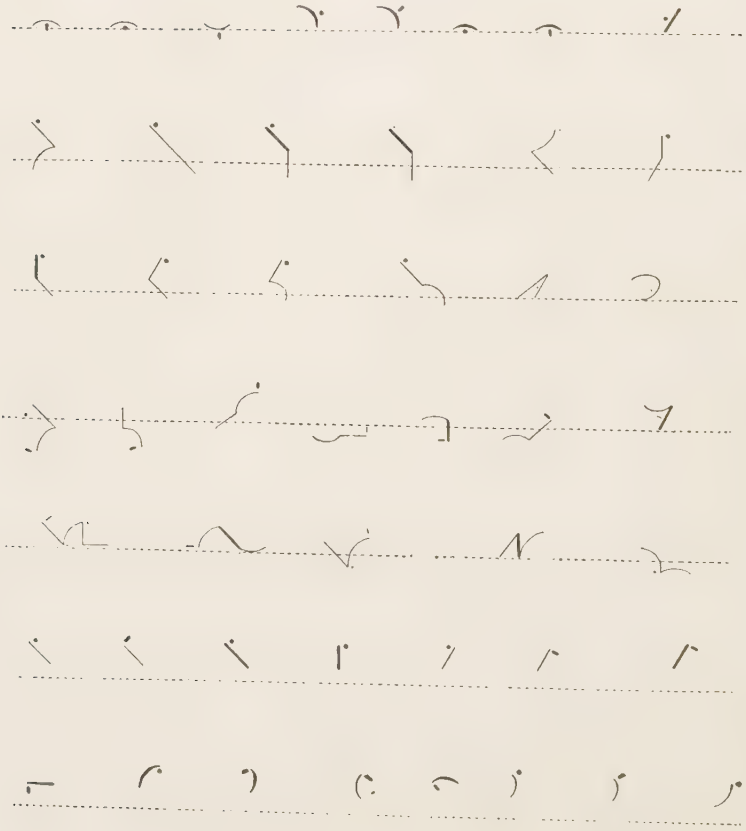
READING EXERCISE—*(Continued)*



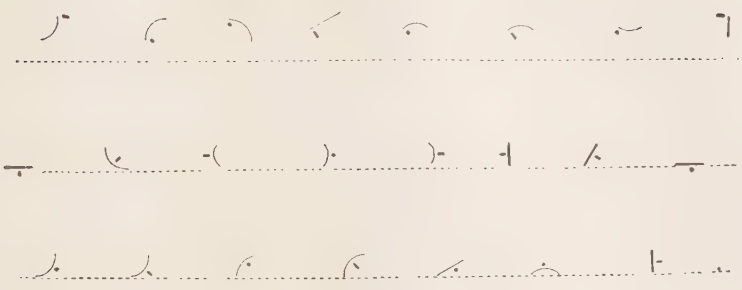
LESSON 2

EXAMINATION QUESTIONS

READING EXERCISE



READING EXERCISE—*(Continued)*



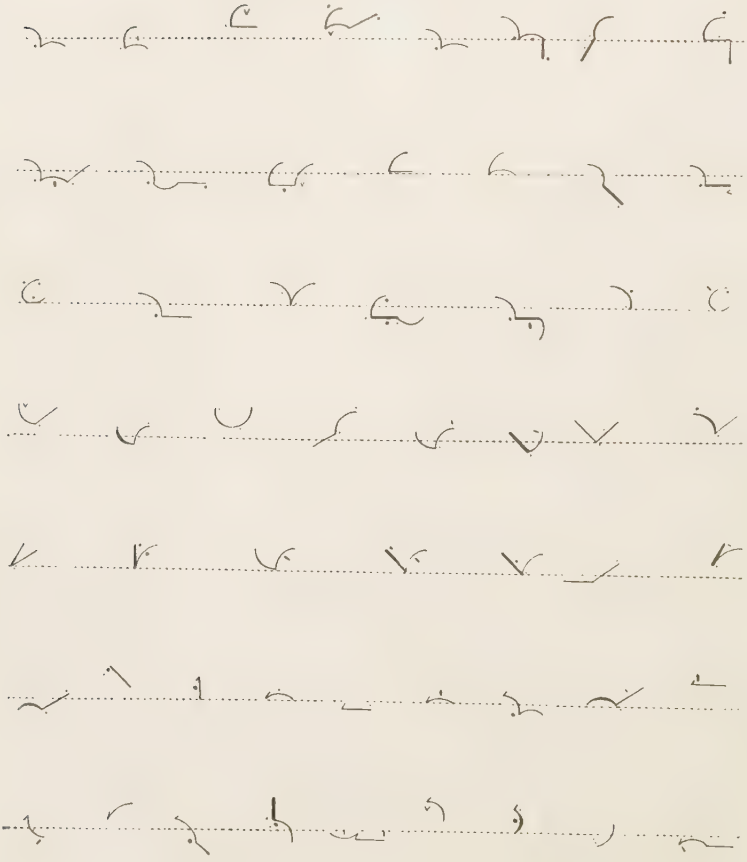
WRITING EXERCISE

Pay, be, tea, ought, if, in, go, foe, pig, pad, patch, path, key, way, ooze, thaw, paid, ace, ache, ail, awed, odd, pup, pet, cake, cook, cocoa, peg, pug, decay, kicked, pike, pout, balm, bet, bed, bud, budge, opaque, Betty, busy, match, boy, poppy, buck, beg, bug, bung, Adam, adage, bath, bathe, booth, boom, book, beach, tongue, tow, teach, teeth, tote, take, tame, tome, tap, tot, tip, theme, toot, took, item, idea, dock, dim, dope, day, dame, dome, Edith, Dutch, dew, die, dike, dime, fate, faith, fade, fame, foam, fed, fetch, fop, fob, manage, meadow, infamy, fig, farm, far, fee, feed, fear, food, feat, thatch, thee, they, thick, thicket, though, thud, thumb, thump, chalk, champ, chaw, cheap, check, cheek, chide, above, choke, chub, chum, cheer, coop, cape, cope, code, coach, cage, coke, came, come, Vick, vim, vamp, vogue, jump, jaw, jute, Jack, jade, knee, keg, knock, kid, kith, keep, king, kip, kick, mow, made, maim, make, enemy, mode, moth, Guinea, effigy, mote, mud, muff, mesh, map, new, nigh, noisy, now, navy, nab, nag, name, many, money, need, nobby, nook, notch, numb, nip, nap, enjoying, boyish, endow, zeal, pious, diet, alloy, allow, chaos, being, czar, poet, showy, envoy, lucky, money, beneath.

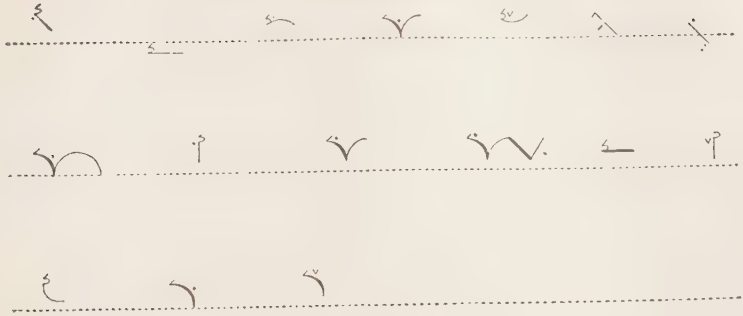
LESSON 3

EXAMINATION QUESTIONS

READING EXERCISE



READING EXERCISE—*(Continued)*



WRITING EXERCISE

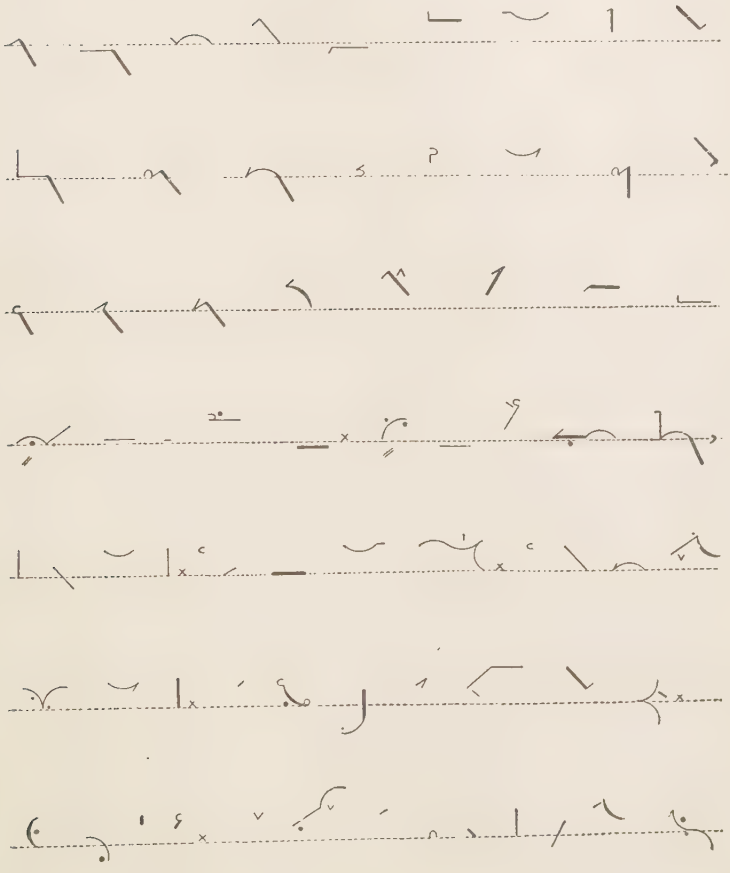
Law, eel, ale, allow, lieu, oily, isle, dale, delay, dial, fall, folly, elk, lick, lucky, lag, ulna, lung, long, along, feel, foil, coal, callow, jewel, July, coil, Kelly, vale, valley, valid, jelly, jail, length, tallow, tall, lame, comely, kneel, easily, zeal, giddily, Nell, Nelly, like, alike, limb, leak, leap, leave, loot, look, loaf, readily, melody, lathe, love, leg, jollity, deluge, felony, mileage, knoll, keel, mail, mole, nail, heel, halo, bell, pail, ideal, ideally, elm, aloof, alum, alumni, Bailey, folio, also, Ray, oar, raw, air, hour, ear, Erie, airy, door, diary, fare, fairy, Leroy, Ellery, orb, ripe, rob, argue, rogue, farm, far, fear, theory, aurora, oriole, rainy, arena, dare, Darrow, fur, fury, furry, veer, vary, cower, curry, nigher, narrow, zero, mayor, wrap, ark, Arab, arm, Rome, room, earlap, armory, bar, tear, chore, four, ream, repay, raid, wrath, rash, relay, wrong, wreath, revenue, injury, votary, Ruth, gory, carry, review, notary, readily, rope, mercy, Martha, march, mark, marry, bar, arrear, opera, bureau, moor, rely, remedy, she, ash, pshaw, ashy, shoe, fish, fishy, mush, mushy, lash, Elisha, shawl, tissue, polish, Jewish, sheer, sherry, ship, shoal, shock, shoddy, shop, knavish, shore, shove, show, dash, dashy, bush, bushy, shower, showery, gnash,

gush, doggish, famish, foppish, lavish, abolish, militia, rush, mesh, shed, sheep, push, shallow, rake, rod, road, roar, roam, terrify, follower, rock, reap, read, wed, wove, waif, weak, walk, wear, war, window, windy, wiry, weedy, withe, witchery, wavy, wore, wen, awoke, weary, watch, twang, weed, Owego, wig, wash, wing, widow, wedge, wipe, witty, Oswego, ye, yew, yell, yelp, yore, Yale, youth, yellow, yam, yawl, euphony, yarrow, Yankee, Europe, woe, we, woo, way, awake, weep, web, Yiddish, unyoke, hoe, who, haw, Harry, hello, hallow, holy, hook, harm, harmony, hum, hymn, hitch, hilly, hectic, hub, hoop, Hilda, humility, Hume, hearty, hobby, hung, huge, adhere, unhook, inhale, heath, hail, humbug, highway, hush, higher, hire, hinge, ham, harem, hark, harsh, hawkweed, hemp, healer, Helena, hillock, heap, happy, halve, home, hammock, hawk, hash, holly, health, hoggish, helm, hominy, horridly, hurried, Omaha, Ohio, whey, whim, whip, white, whir, wherry, whiplash, whiff, Wheeler, whirl, whack, whig.

LESSON 4

EXAMINATION QUESTIONS

READING EXERCISE



READING EXERCISE—(*Continued*)

WRITING EXERCISE

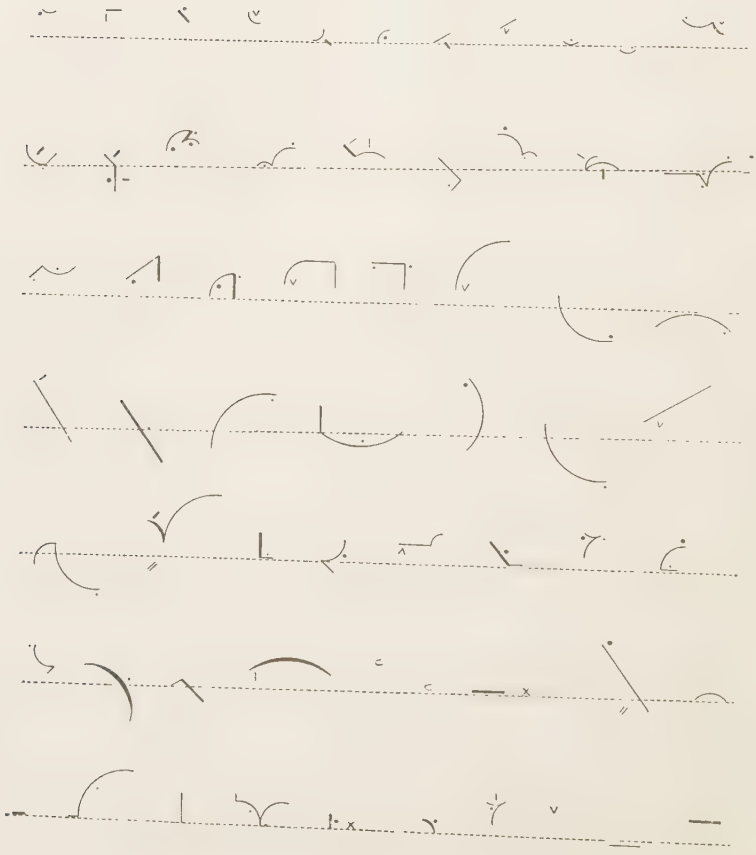
(1) We-hope to-be with-him too. (2) I-am to buy and-occupy the *farm*, however high the-charge. (3) The-party came together a *week* ago. (4) We would-not allow him to go at any time in-the day. (5) Were-you here while we were away? (6) We-hope to pay the-charge by-the time the-company *come* together. (7) *They* should take it when *they* go. (8) *They* each own a-dollar and should-be happy. (9) We all came together. (10) We should go up in-a *week or* two. (11) How-much *money have they* given the-company? (12) Were-you here to *see* me? (13) *They* already had a-dollar but would-not give any *money* to-the *poor boy*. (14) Oh, I-know we-can all go with you. (15) To what do-you object? (16) The judge would-not hear the-*poor fellow*. (17) May-he *come* with-the party? (18) Ah, no, we already owe too-much. (19) We ought to give joy when-we can. (20) *Come* up on-*Monday*. (21) I-think it-would give *us* a-large advantage. (22) From-the language *of* the-party who *wrote* me, I judge *they* will allow *us* nothing. (23) He-will-be with *us* an-hour from *now*. (24) Why do-you allow your young *boy* to-go away from *home?* (25) We were to-be away a-year where *they* would-not hear from *us*. (26) From-the *hill* beyond the-*farm* we-can *see* a-long way. (27) The *law* should allow no *delay*. (28) I-*fear* it would-not-be the-thing to-do. (29) A *youth* from *Yale* had the-party in-charge. (30) May-we hear from you *if*-you *leave us*. (31) I-should-be happy to-be with you *tomorrow*. (32) How-*many* will-be in-your party? (33) He-*saw Jack Bailey* on-the *road* to-the *ferry* an-hour ago. (34) At-what-time will the-company be *ready?* (35) *They say they* will *have* no *delay though many wish* to *wait* a-day *or* two beyond the-time *they* allow. (36) It-will-be to-your advantage to *follow* what you know to-be the *wish of*-the whole

company. (37) We came to *Albany* on-the *boat* but an-hour ago. (38) You-may allow the-*boy* to *carry* the-*toy home if*-he should *like* to do-*so*. (39) *They* were here in *March* while we were in *Newark*. (40) *Emma* will *show us* the-way *if*-we *wish* to go. (41) The *youth* with *us* would *say* nothing to-the judge beyond what-he already *knew*. (42) Give-a *penny* to-the *poor boy* when you-go. (43) In *many* a year we-*have*-had nothing but *ill luck*, however we-hope to-be happy. (44) *They* owe *us* but a-dollar. (45) He occupied a-*room* at-the *top of*-a high *house*. (46) At-the time *of*-the year at which we will-be with you, we can *enjoy* a *walk* in-the *woody dell*.

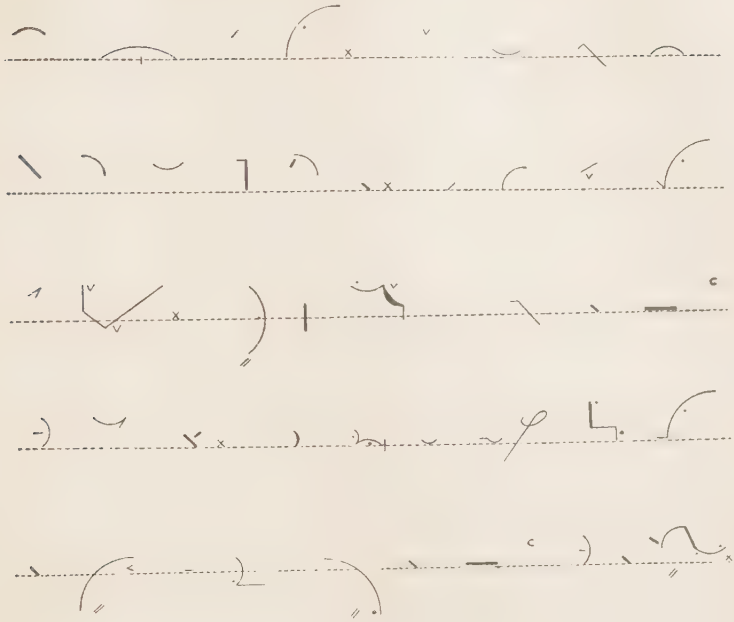
LESSON 5

EXAMINATION QUESTIONS

READING EXERCISE



READING EXERCISE—(*Continued*)



SHORTENING AND LENGTHENING

Apt, beat, doubt, caught, deed, date, void, east, showed, got, late, need, end, bud, bid, cheat, chat, cute, gate, lot, light, write, rut, meet, note, wrote, wooed, shoot, mate, waved, knifed, fumed, feat, oozed, eased, sheet, art, allowed, taught, fought, foot, weed, wait, yet, jammed, agent, viewed, fault, afford, laird, mired, invite, estimated, esteemed, detail, account, chide, etched, jot, tight, doubt, died, jet, pate, paid, bat, boat, cat, kite, ached, act, aped, caught, cut, boot, Kate, root, oft, gout, feet, fate, fat, wrought, vowed, vat, naught, ant, viewed, note, shut, aimed, inked, mat, met, wait, Mott, meat, iced, hot, light, hat, late, height, mute, edit, omit, asset, await, Emmet, better, followed, pirate, unity, needy, effect, liked,

kicked, veto, lady, data, dated, potted, shouted, lighted, omitted, indicated, dictated, voter, fetter, neuter, niter, shatter, waiter, water, shutter, hither, oyster, aster, Easter, leather, after, lather, orator, material, diameter, calendar, literal, reporter, matter, mother, writer, letter, Luther, enter, rather, Arthur, order, tender, gather, oleander, theater, chatter, bother, gaiter, father, reenter, weather, Walter, orderly.

SENTENCES

NOTE.—*Words connected by hyphens are to be joined. To distinguish word signs from words written from principle, the latter are in Italic and the former in the ordinary type.*

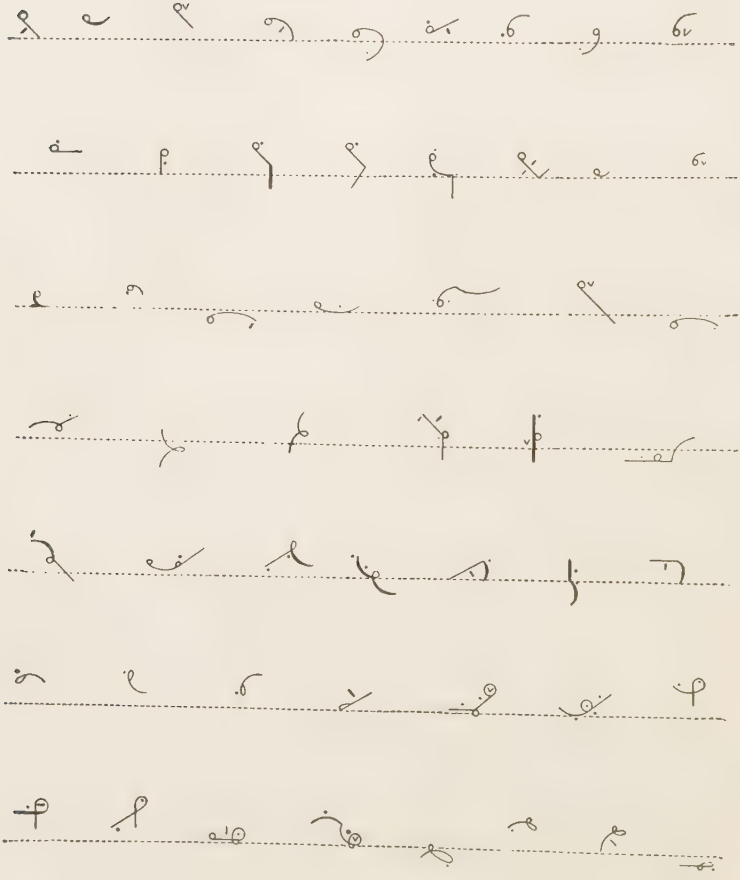
(1) He *bought* the *peat* on *that date* and-took a-*deed*. (2) He did not *cheat* and-yet made *money*. (3) He *bought feed* at *rather* a-low *rate* and yet he-made *little* by-the *deal*. (4) The *deed* had *become old* and *faded* and *hard* to *read*, but *fate* had *taught* him to know the-*method of* him who made it. (5) He *wrote* a *better letter than* the *one* we-had about another *matter*. (6) Is-the *letter* about-the *affair* to-be put in charge of-the *agent?* (7) He-could-not get quite *enough*, as-it *needed* not under a hundred. (8) As-to whether anybody ought-to do-*so* is-to-be *left* to-the nature of-the individual. (9) The individuality of-the *agent* did much to affect the-entire company. (10) Nobody had *felt* the-immediate effect of-the fact at-the time of-the *report, though many* may-be affected by-it *later*. (11) It-would-be a-good thing to get *help* in-the *matter* if-it is-to-be *carried out* immediately. (12) He thought neither would-be without *enough* individuality to *carry* on the-*affair easily*. (13) Was-it to-be *left* with anybody in-the-other party? (14) As-to-the effect of-the *bill*, nobody *felt ready* to give any *idea* at-the time. (15) *They*-may have-their way yet if-they-are to-be-*there* another *month*. (16) Nobody here had *heard* from him at-the-time we *met* in *Toledo*. (17) Without *doubt* the-change will-be *felt* by-*many though* we-hope it will *have* a-good effect. (18) What is-the nature of-the change and is-it to-be made immediately?

(19) An-individual *of-that* nature can not get along happily. (20) Herewith I hand you *check* on *account of* my *March bill.* (21) Put the-*money order* in the *letter* which is-to-be *mailed* today (22) At what-time may I *see*-you about the-other *matter?* (23) It ought to-be quite an advantage to *us* to *meet* him.

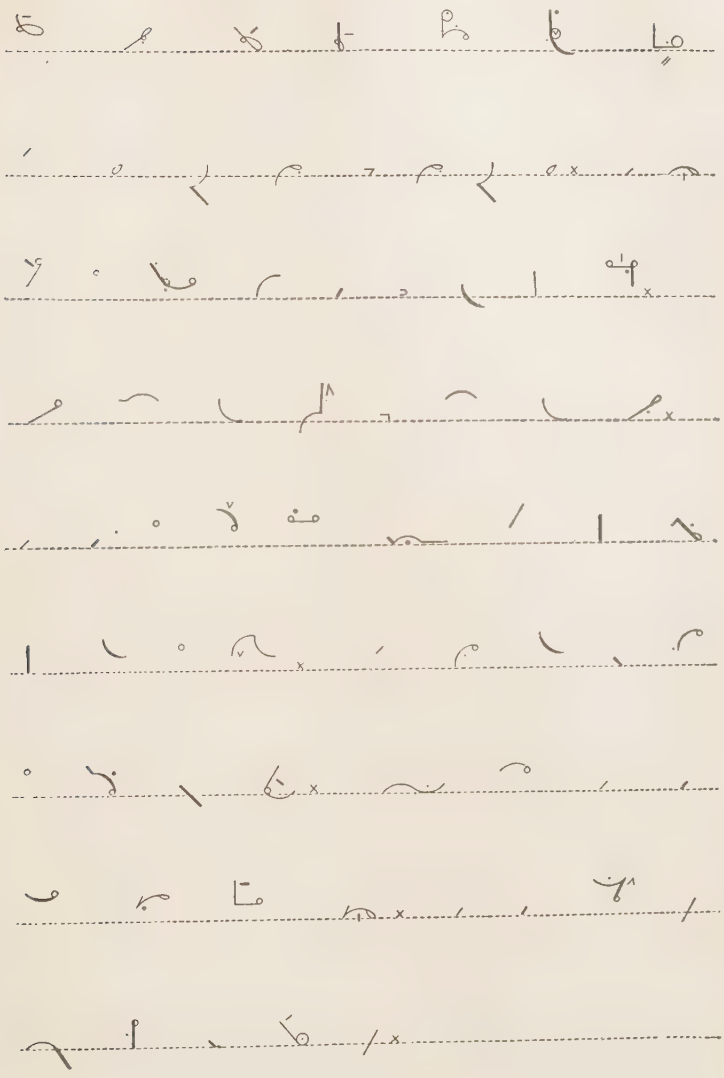
LESSON 6

EXAMINATION QUESTIONS

READING EXERCISE



READING EXERCISE—(*Continued*)



CIRCLES AND LOOPS

Soap, sing, soon, pass, safe, vase, ashes, seems, sin, noise, noisy, speak, sorrow, such, sight, choose, less, lesser, lessee, lesson, stays, notice, justice, Scotch, skill, savage, savings, swing, small, sphere, speedy, wise, psalm, business, Missouri, succeed, Cincinnati, see, say, so, cease, size, seize, sees, says, rosy, lazy, daisy, science, chaos, zeal, ask, Ezra, owes, ease, icy, Isaac, unseen, Jackson, sent, reason, passive, bask, besiege, decide, deceive, honesty, visit, effusive, assumes, states, stood, chest, stitch, stuff, faced, just, passed, stalk, cost, mist, amassed, voiced, easiest, zest, leased, lowest, arrest, star, store, story, yeast, steal, musty, lusty, dusty, moist, west, nest, artistic, mystify, forced, stormy, stamp, rest, utmost, honest, stubby, stem, masts, feasts, toasts, wastes, assists, coasts, poster, master, bolster, Chester, feaster, Lester, Rochester, register, investor, sinister, monster, dusters, coasters, roosters, pauses, passes, misses, noises, roses, faces, success, exhaust, insist, Mississippi, emphasis, exercises, unnecessary, successes, recesses, artists, modesty, registers, softest, sliced, sisters, jesters, capsize, excessive, amuses, supposed, justify, necessities, ghastly, beastly, survey, starch, serious, museum, zealous, Zion, resigned, posted, debase, epitomize, surmise, chastise, southerly, easterly.

SENTENCES

NOTE.—*The words in Italic must be written from principle. The others are word signs.*

(1) The-*cases sent must* have *cost many* dollars. (2) His *past successes still save* his *side* when-he *fails* to *score*. (3) The-*assignee*, though *sick*, was *sane*, and, *aside* from-his *zeal* to *assume* his *duties*, *acted calmly*. (4) The *sting* of-a *wasp causes misery exactly like*-a *spasm* from-the *poison* of-a *thistle*. (5) *Step* by *step* he *paced* the *space beside* his *master*, who *seemed*

to-have no *desire* to *stop* him. (6) The *register* was-a *jester* as-well-as a-*master* of *feasting*. (7) At-first the subject was *discussed* by *many* who-were there, but *later* on *little* was *said* about it. (8) Is-his as-large or as heavy as-ours? (9) Several of-the party have similar *views* on-the subject. (10) It will take-a thousand dollars or at *least* but *little less*. (11) Shall-I show him the-way to go there? (12) Mrs. *Smith* was in the-party as-usual. (13) If *James* has-not as-*many*-as I-have, I-will give-him half of these. (14) Do not forget that-the *package* for Messrs. *Jackson* and-*Son* is-to-be *shipped* today. (15) I-think it-is worth as-much-as that. (16) We-*wish* to-thank-the *youth* for *carrying* the-*packages* for-us. (17) He knew that-they would hear nothing new on-the subject. (18) The-use of-the *house* was worth *many* hundred-dollars, yet they allowed it to-be used without charge. (19) When or where we go *matters little* now. (20) This *scheme* of-his has-as much *support* as-his *last*.

BUSINESS LETTERS

Yours *received*. We will *sell*-you *nut coal* at $3.50 a-*load*, and *lump coal* at $2.75. We *note* what you say about the-*last lot* being *received* so *late* that-you had to buy *elsewhere* in-*order* to-*keep* your-*mill* going. We are *sorry* to-hear it but *must* say it-was not our *fault*, as the-*coal* was *shipped* the-*same* day the-*order* was-*received*, and it-was *delayed* after-it *left* us.

Yours of-the first at hand and-*noted*. We-had already *sent*-you the *four loads ordered* to-be *shipped* by-the first and-have no-*doubt* you-will *receive*-them in-a day or two. If-you do not, *wire* us and-we will *ship* another *small load* so-you-will-not get *out* of *fuel*.

We-have yours of-the 10th and-*check* for *last-bill*. We-see you-have *left off*-the *item* of May 16th, and-hope-you-can *send* this by *next week*. We-have now in *stock some* new *styles* of goods which we-would *like*-you to see and-if-you-are not in *soon* we-shall *come* to see-you, as we-*feel* that-you-should give-us a-large-*order* for-these new goods.

Yours of-the 14th *noted*. *Just* at-this-time we-do not *feel interested* to *investigate* any new *schemes* no *matter* how-good they-may-*seem*. *Later* we may-be *ready* to-do-so but our-*books* are so *full* of *orders just* now that *really* we-have too-much *business* in our *old lines*. We-thank-you for *writing* to-us and-*later* on we may-be *interested*.

LESSON 7

EXAMINATION QUESTIONS

WRITING EXERCISE

Pry, pray, brow, true, utter, adder, dream, draw, usher, shrew, throw, thrust, freely, acre, grow, offer, fry, ether, other, etcher, Troy, otter, odder, edger, eager, ocher, hummer, hammer, meager, dinner, looker, rocker, anger, vigor, keeper, paper, leper, linger, finger, neutral, portal, daughter, robber, broom, catcher, pusher, fisher, preacher, taper, labor, cater, figure, Labrador, baker, butcher, roguery, anchor, rumor, banner, betray, able, blow, fly, awful, play, apple, oval, easel, angle, Mabel, label, Bible, people, Philip, femur, fakir, deeply, evil, idle, gleam, eagle, glow, nickel, camel, travel, radical, bloom, plucky, glory, flame, tunnel, trifle, employ, fable, buckle, chapel, cheaply, level, novel, cockle, liberty, library, vocal, local, noble, trouble, near, dark, partial, dear, journal, stable, stubble, cable, cobra, more, ignore, college, village, sure, cars, coarsely, valuable, vulnerable, supper, cider, sober, cedar, spray, spiral, straw, sinner, secure, safer, settle, supply, overflow, sooner, stroke, extreme, mastery, distress, spruce, cypress, possible, social, visible, sickle, designer, orchestra, stronger, listener, gospel, disagree, useful, tasker, merry, fellow, below, follow, opera, fear, inseparable, insecure, unseemly, instructor, unsettle, unstable.

(1) *Homer Baker employs* much *valuable* time in *trouble over trifles.* (2) *Idle dreams* do *very little* to put *forward practical purposes.* (3) He *prepares* to *betray* his *people* by *disclosing* his *true character.* (4) *During* his *travels* a *radical* change was *brought* about. (5) *Gleams* of *humor*

show in the *sparkling* of-his *eyes*. (6) He *scratches* his hands as he *scrambles over*-the *crags*. (7) The *scribe scribbles* and *scrawls*.

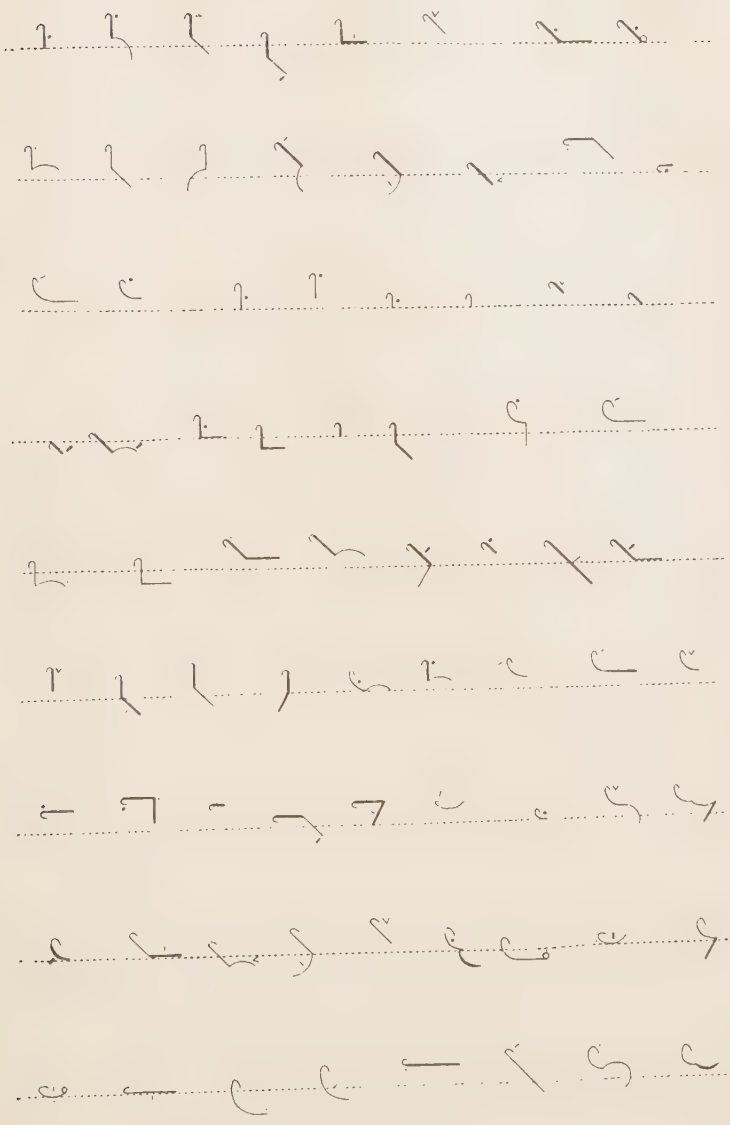
(8) *Dear Sir:*—Yours of-the 6th at hand and *noted*. We *regret* that-we were *unable* to *fill* your *order sooner*, but this-is our *busy season* and-the *delay* could-not-be *avoided*. The *chairs* were *sent forward yesterday*, and-by-the *end* of-the *week* we *expect* to *ship* the-*tables* and *other articles*. *Trusting* that-you-will *excuse* the-*delay* and-that-we may-*receive* your *future orders*, we are, Yours *truly*,

(9) *Dear Sir:*—We-have this-day *received samples* of *safety ruled paper like enclosed*, and-*also some colored cardboard*, and *wish* to *ask* if-you *need* anything of-this nature, if-the-*prices* are *right*. We know our goods and-*work* will *meet* with-your *approval*. The-*envelopes regarding* which we *wrote yesterday* will-be-*ready* to *forward tomorrow*, and-we *suggest* that if-you-are *likely* to *need more soon* you let-us know as-*early* as-*possible* after-the *receipt* of-this, as-our *facilities* for-this *work* are *limited*, *especially* for-*such* large *orders*.

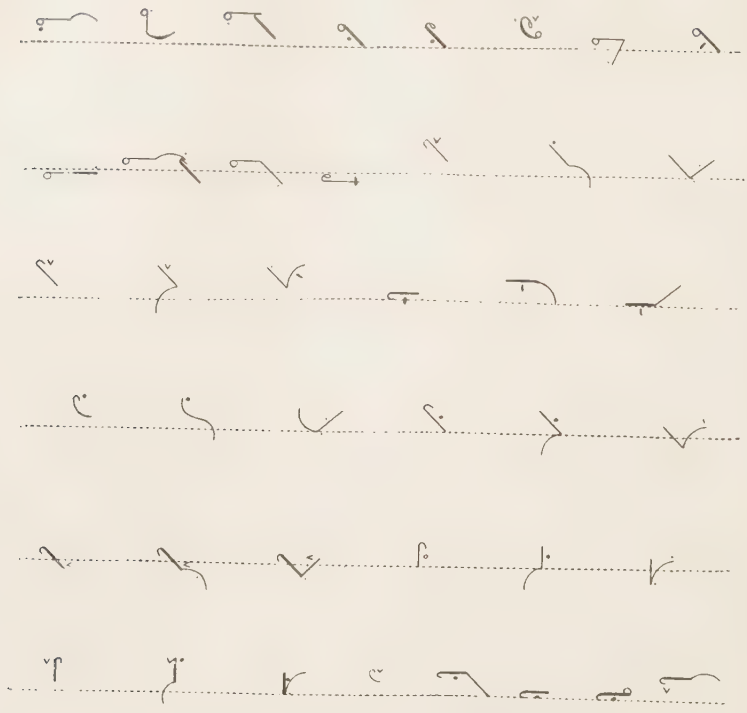
(10) *Dear Sirs:*—Your *valued order* for *fifty reams antique paper*, to-be *shipped direct* from the-*mill*, *just received*. We are *glad* to-have this *order* and-will-*try* to-*make-sure* that it-will-be *shipped promptly*. *Very-truly*-yours,

(11) *Dear Sir:*—In *reply* to-yours of-the 20th we will say-that if-you cannot use-the *six* thousand *note heads* you-may *send*-them *back* to-us. *Please* be-*careful* to see that-they-are *properly wrapped* and-*packed* so-as to-*reach* us in good *order*. Our-*price* for *plates* similar to those used in-the-*work* on *samples enclosed* is, for-this *size*, two dollars each. We-have-a *great-many customers* using these and-we *feel sure* we-can *satisfy*-you. May-we not have at *least* a *trial order?* We-would *like* to-have-you *tell* us on-what it-is that-you *base* your *claim* for *short weight* on-the *last book paper sent* you. *Send* us your *figures* for *gross*, *tare*, and-*net weights* so we-can *more fully* show the-*factory* about-the-*matter*. *Awaiting* your *further pleasure*, we are, Yours *truly*,

READING EXERCISE



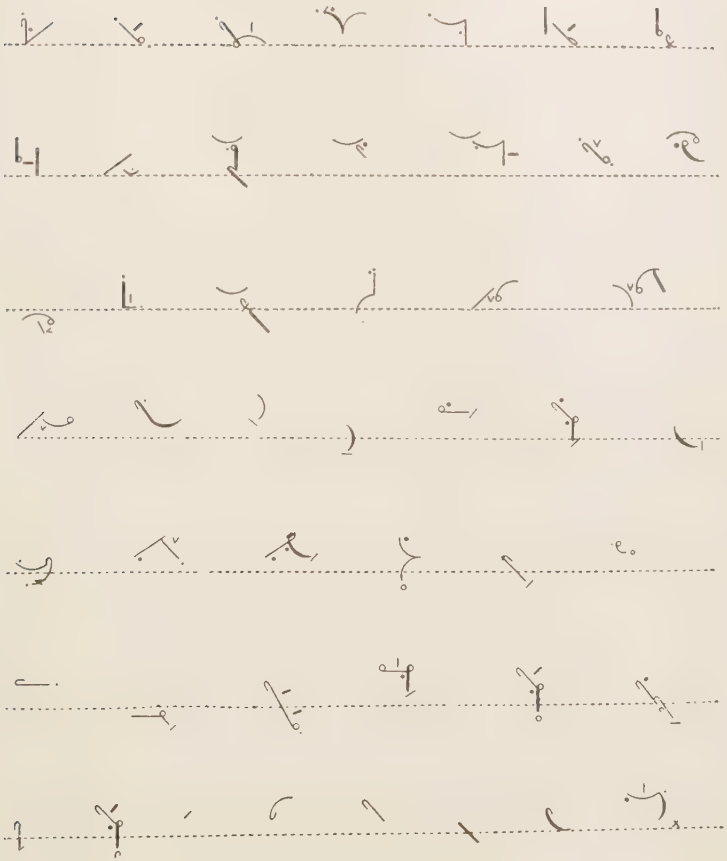
READING EXERCISE—*(Continued)*



LESSON 8

EXAMINATION QUESTIONS

READING EXERCISE



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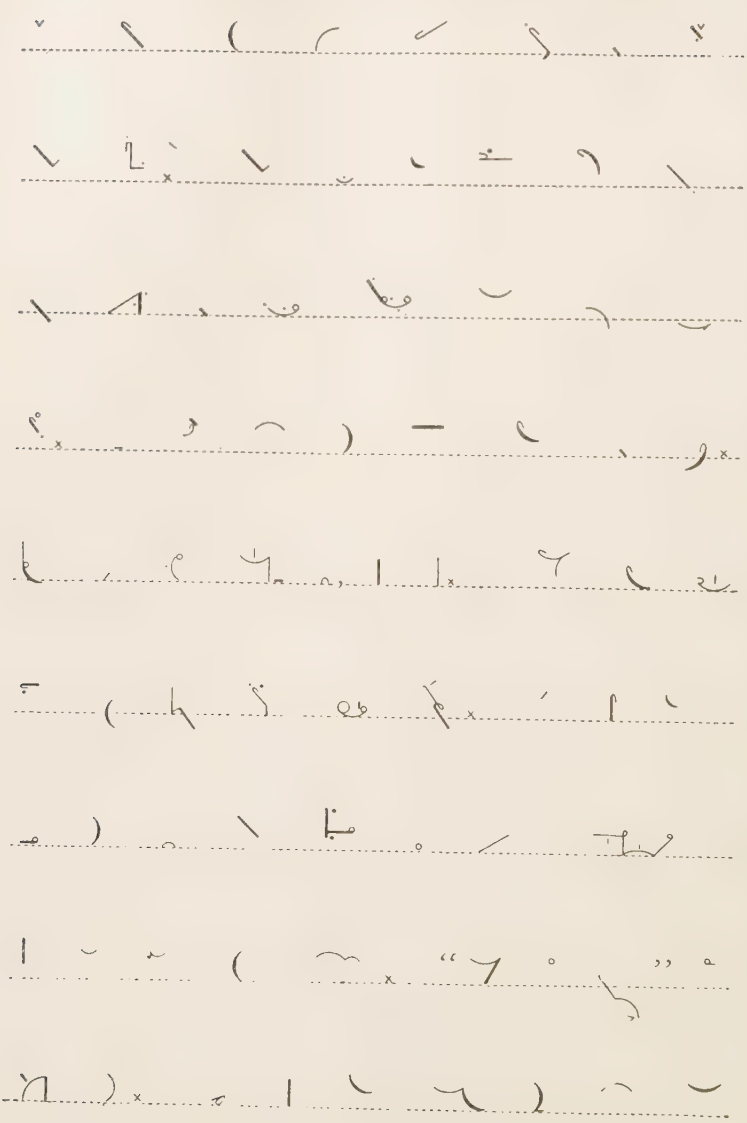

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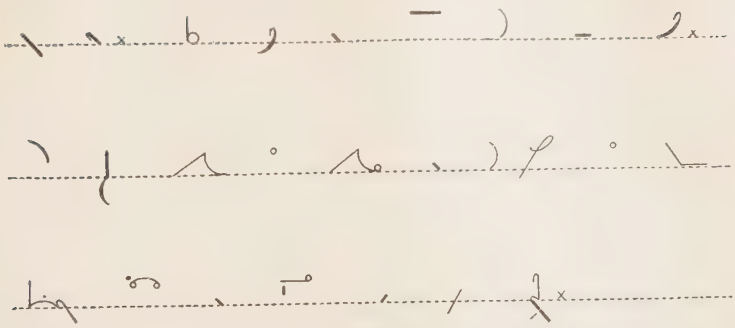


WRITING EXERCISE

Confess, conceive, compute, compel, complete, confer, conference, conveyance, comprise, comfort, commodore, commend, community, committee, communicate, uncomfortable, discomfort, recognize, unconscious, misconstrue, replying, answering, choosing-a, sayings, bring, singing, wings, doing-a, using-the, making-an, accommodate, accompany, drawing-the, and-confess, a-considerable, the-conqueror.

(1) In-all probability the-doctor will take-the opportunity to-*leave most* of-his practice to-his younger brother during his *trip abroad*. (2) We believe we-shall-be able-to deliver practically all-the *material* satisfactorily by-the *latter* part of November. (3) The disadvantage of *working* with *such* irregularity was very *forcibly brought* to-our *notice* in-that particular *case*. (4) I-remember the lawyer *telling*-a very peculiar fact *regarding* a-number of-the people *professing* that belief. (5) He-is largely to *blame*, at-least it appears so. (6) He remarked that *because* the upper part was perpendicular, it-would-be peculiarly applicable to their particular *needs*. (7) He-will apply *some* time during-the *month* of November. (8) The real value of the *property* belonging to-the company never became-a *matter* of common knowledge. (9) The *older* brother rules over-the younger though not equal to-him in knowledge or wealth. (10) In reference

to-the-*matter* you *speak* of in-your *last letter*, we inform-you that-the *car* of *rails* ought-to *reach*-you in-something *like*-a *week*, though-we really cannot *promise* them to-be delivered at any *certain date*. (11) *Mr. Barber* called today, representing-the *firm* of *Baker* and *Edwards*, *dealers* in *lumber*. (12) The *claims* of-all-his *creditors* will-be *recognized* and satisfied, at-least as-*far*-as it-is *possible* to do-so. (13) We-have never cared to *cultivate* familiarity with-him. (14) His going to-the *city* is-not important to-us, though it-may-be of very *great* importance to-him. (15) To become familiar with-them will-be very-much to-his disadvantage. (16) You were represented as being among those who objected to-the object they-had in *view*. (17) He-is *far* too irregular in-his *dealings* for-us to-have much to-do with-him, as-it would-not-be to-our advantage. (18) Your familiarity with-that particular subject is very *necessary* if-you *expect* to take up the-*work* to-which-you refer. (19) His reference was *such* as-to-be to-his advantage. (20) I acknowledge *receipt* of-your *letter* with *enclosures*, but *just* at-this-time it-is difficult to give-a satisfactory *answer* to-your inquiry.

(21) *Mr. James Smith, Buffalo.* Dear-*Sir:*—*Please* inform-us as-to-the *carrying capacity* of-your *vessel*. We *expect* to *ship* several *loads* of *ore* by-way of-the *lakes* to *Chicago*. A number of *firms* have *written*-us *asking* for-our *trade* this *season* but they-all *name steam vessels* for-the *service* and-we much *prefer sailing vessels, hence* our inquiry of-you. We-shall *expect* to pay what-is *right* and-if-you-can give-us a-*price* as low as *last season*, we will *engage*-you without *delay*. *Trusting* that-we may have-the pleasure of-an *early reply*, we-are, Very-*truly*-yours, *Maynard* and *Taylor*.

(22) Dear-*Sirs:*—Our *attorneys* having charge of-your *claim against* Dr. *J. F. Moffat, write* us that-he cannot pay now but *offers* to give-a *promissory waiver note*, with *interest*, *payable* November first. As-he has-no *property, attorneys recommend* that-his *note* be *accepted*, and-as there *seems* to-be nothing *else* in *sight* we-have *authorized* them to *settle* the *claim* in-that way. Yours *truly*,

(23) Dear-*Sirs:*—In-reply to-your *favor* of the 11th in-

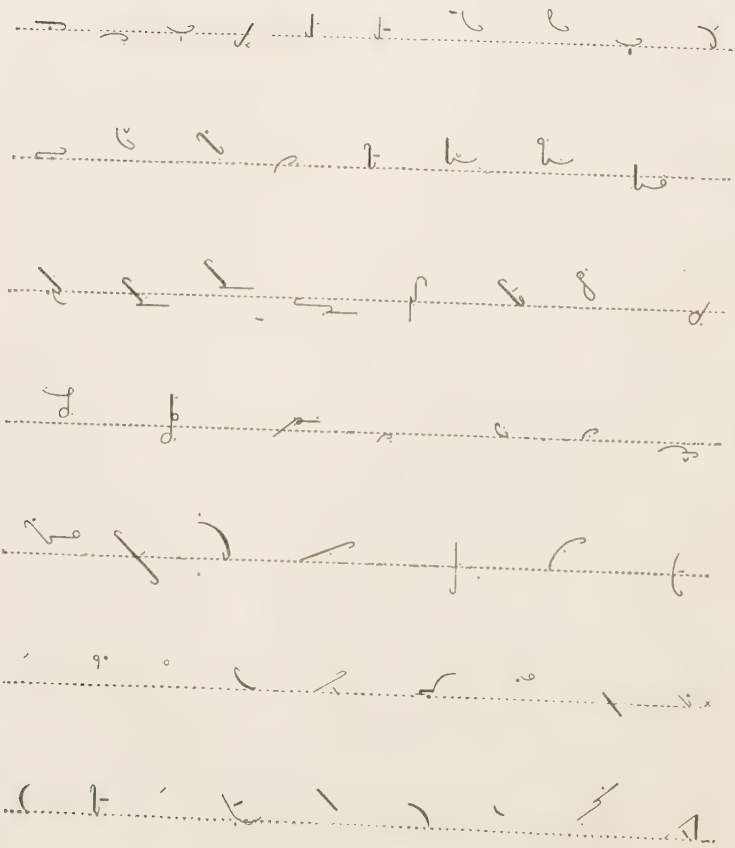
regard-to-the *St.-Louis Cycle* Co., *versus* Dr. *Moffat*, will say-that if-you-can-do no *better* you-may *accept* the *waiver note due* November first, which-is *offered*. Let-us know when you-have the-*matter closed*. Yours-very-*truly*,

(24) Messrs. *Charles Jackson* &-Brother, *St.-Louis, Missouri*. Dear-*Sirs:*—We acknowledge *receipt* of-your *favor* of November 30th, referring to-the peculiarity in *coloring* of-the *last lot* of goods *sent* you. *Replying*, we would-say that-the *order* was *filled* by-a *clerk* who-was not familiar with-the particular *class* of goods you regularly use; *hence* the *mistake*. We *suggest* that if-they-are not anything of-which-you-can *make* any practical use, you *send*-them *back* to-us. We-are *anxious* that all-our *dealings* with you be entirely satisfactory in every way. *Trusting* that-this *mistake* has *caused* you no *serious trouble*, and-that we-may have-the pleasure of *further business* with you in-the near *future*, we-are, Very-*truly*-yours,

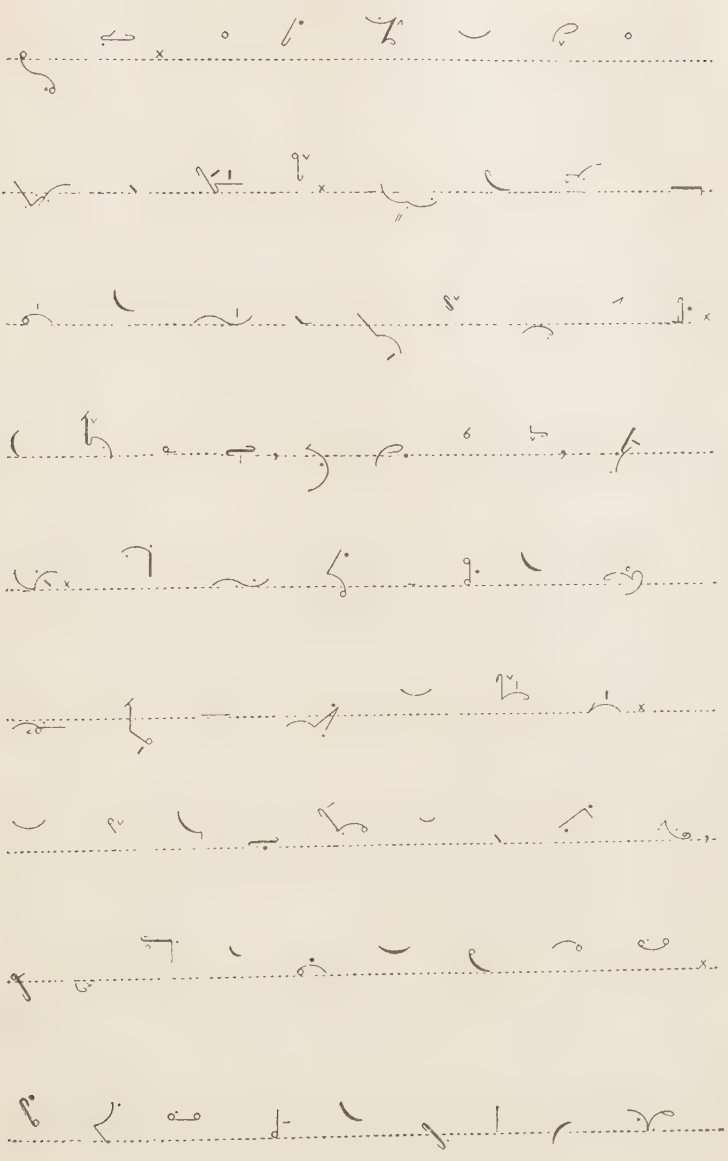
LESSON 9

EXAMINATION QUESTIONS

READING EXERCISE



READING EXERCISE—*(Continued)*



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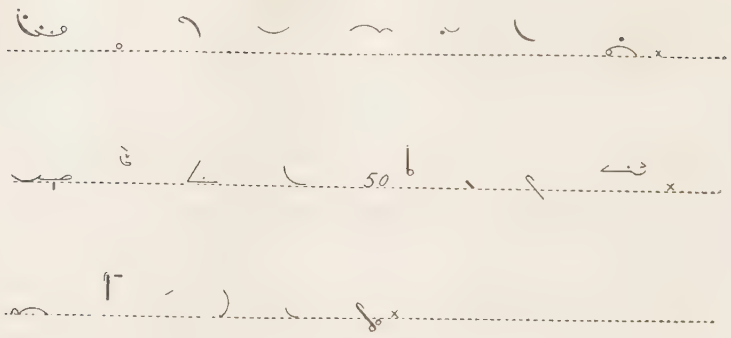


WRITING EXERCISE

Queen, queer, quill, square, squirrel, quiver, Gwinn, equip, equable, squabble, quick, quack, quarrel, pine, open, pain, bean, bone, tan, Eden, dawn, chain, June, John, keen, rain, coin, chin, ran, roan, upon, stone, plain, fine, brown, train, thrown, green, groan, swoon, woven, moon, woman, fun, vine, been, lone, buff, beef, cuff, reef, huff, surf, serve, cliff, brief, stone, dive, cone, brave, strive, clove, contrive, proof, approve, woof, move, live, lover, china, deny, many, gloves, caves, bounced, against, bouncer, glances, rains, punsters, dances, Fanny, pony, coffee, preserve, enough, bravery, discover, ransom, Spencer, acquaints, binds, blends, daunts, finds, friends, grinds, hunts, mends, slants, stands, vents, bereft, behaved, behind, braved, carved, caved, unapproved, demand, diamond, abound, enjoined, entwined, errand, kindly, Holland, happened, Iceland, inland, England, legend, pawned, moaned, unopened, vend, vender, canter, pointer, quantity, finder, laughter, countess, mountain, maintain, Kentucky, roof, Jeff, giraffe, hoof, archives, devote, calves, tariff, coughs, recovery, recover, defeat, Java, Davy, survey, edify, defy, verify, purify, Batavia, raffle, toughen, driven, bivouac, chafing, horrify.

(1) Notwithstanding his *inability* to give an intelligent opinion, the gentleman from Pennsylvania had much to say on-the question of expenditure, *then* before the-*assembled* members of-the financial *committee*. (2) It-is indispensable that some-one be *chosen* who-will examine the-subject thoughtfully and-with intelligence. (3) The consequence of negligence is too frequently forgotten *until* too *late*. (4) Do-not neglect to summon him at-once or within-a *reasonable* time. (5) The difference of opinion between-the two gentlemen began to-be *considered* a-question of *some* consequence. (6) For-a quarter of-a *century* the question had-*been unsettled* and-now it had again begun to *cause trouble* in-that quarter. (7) Much of-the importance they connect with-that subject is imaginary. (8) The-*money* at-hand will at-once be *turned into*-the general *fund* to-be used for whatever *seems most necessary*. (9) But-once before in-the *history* of-the denomination had *such*-a *step been* taken, and consequently it *aroused* much *interest*.

(10) *Cotton* as-yet shows no *signs* of *recovery* from-the *blow* it-*received* from-the *Government estimate* of-a *total yield* of *approximately 12,200,000 bales*. During-the *past three weeks* much *advice* has-*been* given *farmers* at *meetings held* at *various points* in-the *South*, and there-is an *unmistakable desire* on-the part-of owners of *cotton* to *hold* it for *better prices*. The-*producer* of *cotton* is no-*doubt better* able-to *hold* it this year *than* ever before, but-the *law* of *supply* and-*demand* is *inexorable*, and-if-the *problem resolves itself into* a-*test* of-the *farmers' ability* to *hold* on-the *one* hand, and-the *spinners' power* to *postpone full purchases* on-the-other, it-would-*seem* that-the *farmers* are in *danger* of being *worsted* in-the *end*, particularly if-the *Government estimate* should-be *verified* by *later developments*. The-knowledge that-a large *mass* of *cotton* is *stored* away to-be *sold* a-few *months later* on can-not but-have-a *depressing* effect *upon*-the *market*, *unless other influences* are *brought* to *bear* to *create confidence* in-the *staple* and-to *stimulate* the-*demand*.

Cotton is *produced* by hundreds of thousands of individuals *acting* independently, and-any *proposal relating* to-its *marketing* to-be *effective must*-be taken up with-the individual as-a

unit. Bankers and *merchants come* in *close contact* with-the *producers* of *cotton*, and-they should-*make* it-a *point* to *impress upon*-all within their *sphere* of *influence* the-fact that-a *crop* of *eleven million bales* will *sell* for *more money than one* of *twelve* or *thirteen million bales*. They should *insist upon* all *farmers* who-are or *expect* to become *obligated* to-them, *reducing* their *cotton acreage* for 1905. If-a *farmer intends* to *plant forty acres* in *cotton*, see to-it that-he *plants only thirty acres*. Let him *fertilize* it well and-*cultivate* it as *carefully* as-he *chooses*, but be-*sure* that-he puts his *other ten acres* in *some-other crop than cotton*. Put in *corn, grain, cowpeas, peanuts, watermelons*, or whatever can-be *sold* or used to advantage at *home*. This *policy* if generally *adhered* to would *result* in-*such*-a *price* for *cotton next fall* as-to *make* the-*product* of *thirty acres more valuable than* that of-the entire *forty acres* would-have-*been*, and-will *leave* as-an *added profit* whatever is *produced* on-the *ten acres diverted* from *cotton*.

It-is *presumed* that *even* the-*most persistent holders* of *cotton* will begin to *tire* in-the *next ninety* days or *four months*, and-it-is *therefore perfectly plain* that an-*estimate* of *acreage* in *April next* equal to-that of *1904 (32,000,000 acres)*, will, by *presaging* another *bumper crop, still further depress* the-*price* of-the large *amount* of *cotton* in-the *warehouses* at-that-time. On-the-other hand, if *bankers* and-*merchants* generally should-be *persistent* and-*insistent enough* in-their *demand upon*-the individual *farmer* that-he *reduce* his *acreage regardless* of what-his *neighbor* is doing, the *result* would-be a-*marked decrease* in *cotton acreage*. If this *decrease* should-be as-much-as *15 per cent.*, the *announcement* of-an *acreage* of *less than 28,000,000 acres would* at-once *convince* the-*minds* of-the *spinners* and-*consumers* of *cotton* goods that-the *crop* of 1905 would-be-a *more moderate one*. An-immediate *demand* for *cotton* would naturally *spring* up, and-the *stock* on hand would-be *absorbed* at *better prices*.

LESSON 10

EXAMINATION QUESTIONS

WRITING EXERCISE

Option, passion, fusion, fashion, evasion, session, omission, oration, nation, mention, mansion, abolition, animation, fascination, distinction, edition, addition, condition, cushion, ambition, optician, assertion, recitation, execution, ulceration, agitation, delineation, action, situation, erection, separation, consideration, valuation, hesitation, adoption, humiliation, collision, ration, national, irrational, radiation, additional, auctioneer, dictionary, emotions, revisions, inventions, delusions, repetitions, allegations, resolutions, locations, portions, population, sectional, Grecian, Hessian, consecration, position, possession, secession, causation, annexation, physician, decisions, sensations, pulsations, illuminations, dispositions, condensation, compensation, constitution, sensational, transitional, missionary, dispensation.

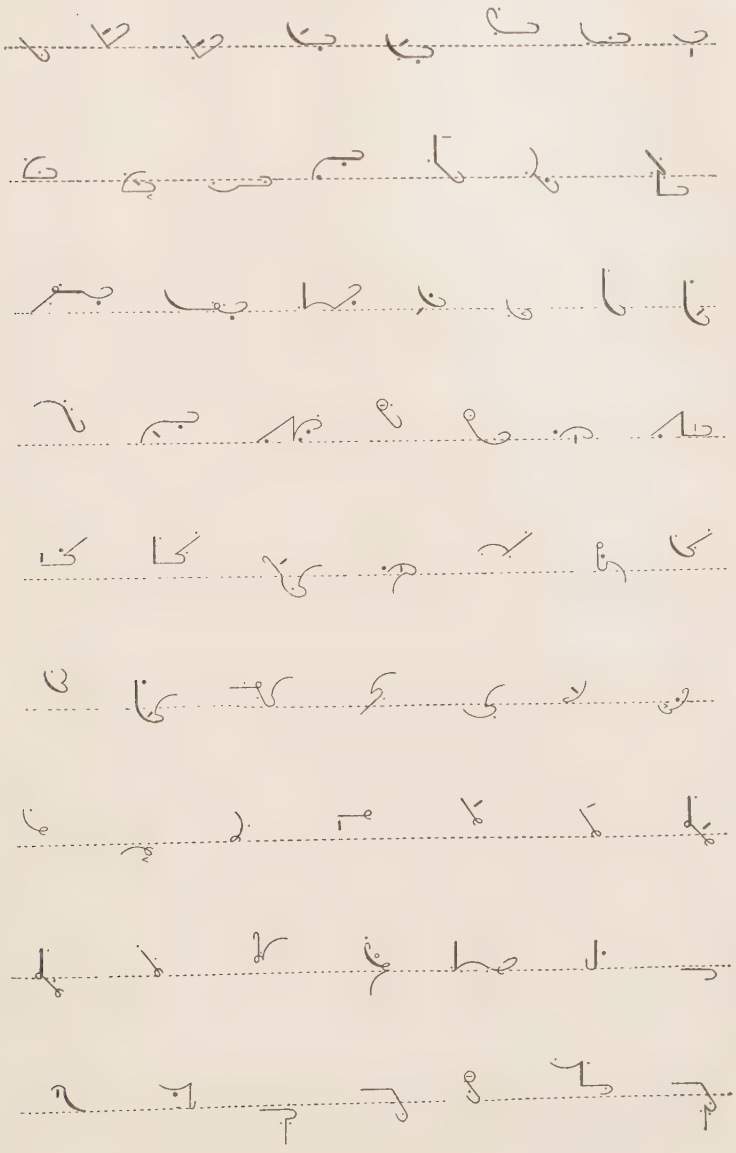
Dative, captive, infective, active, combative, operative, nutritive, provocative, attractiveness, effectiveness, captivity, consecutive, susceptive, adjective, negative, motive, illustrative, native, receptive, figurative, furtively, decorative, comparative, intuitive.

BANKS AND TRUST COMPANIES

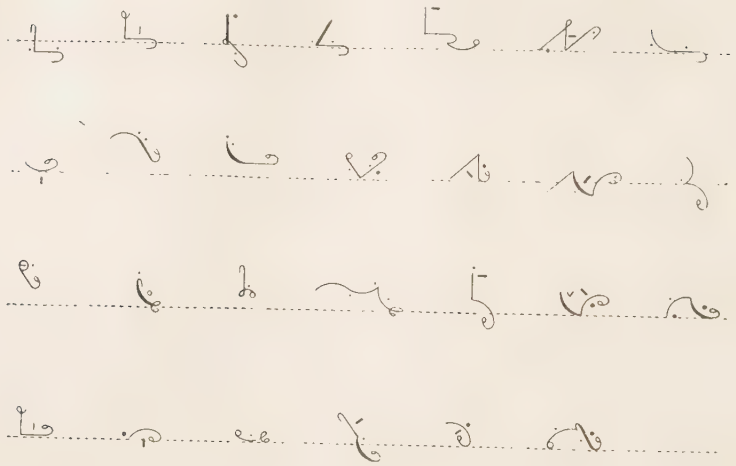
The *relation* between-the *National Banks* and-the *Trust* Companies of-the *country* occupied a-*prominent place* in-the *proceedings* of-the *recent American Bankers' Convention*

This *problem*, for-it-has now *come* to-be *regarded* as-a *problem*, has-*been discussed* at *former conventions* of-the *national association*, and-it-has-*been discussed perennially* at-the *State bankers' conventions*. Up to-the *recent convention* in *New York* the-*discussion* of-this question has usually *proceeded* along two *lines:* It-has-*been insisted*, in-the first *instance*, that *Trust* Companies were-not *competitors* of *National Banks*, but that-they were *rather complementary* in-their nature. This *line* of *reasoning* was *perfectly correct* on-the *theoretical side*. The-other *line* of *discussion* was-a *recognition* of-the fact that *Trust* Companies in-some *States* do-a *major banking business* and-a *minor trustee business*, and-*thus* they-are in fact *competitors* of-the *commercial banks*. This in *later* years has-*been*-the *more* generally *accepted view*, and-the *discussion* has-*been* in-the *direction* of-a *demand* for *more restrictive legislation* which-would *hedge* these companies about with-the *same safeguards* that had-*been* applied by-the *law* to *purely banking institutions*. The-*recent convention*, however, *developed* a *brand* new *solution* of-the *problem*, a-*solution*, *moreover*, which-was *urged* by two different *speakers*, each *upon* his-own *initiative*. These new *suggestions* are *radical* in-their nature. They *look* not *toward more restrictive Trust* Company *legislation*, but *toward less restrictive National Bank legislation*. In *short*, it-is *proposed* to-have *laws enacted* by-which *National Banks* will-be *permitted* to *act* as *fiduciaries*, and-to *transact* in general the-*business* peculiar to-the *original Trust* Companies. Those who *advocated* this *revolutionary* change made *out* very good *cases*. Their *arguments* were *carefully prepared* and *undoubtedly* will *stimulate* a *discussion* which-will *last* for *months* to *come*. The-*Review*, however, is of-the opinion that-the *chance* of getting *such legislation* is *extremely remote*. *Moreover*, it *seriously* questions the-*wisdom* of-*such*-a change, *assuming legislation* of-that *character* were within-the *realm* of probability.—*Savings* and *Trust Review*.

READING EXERCISE



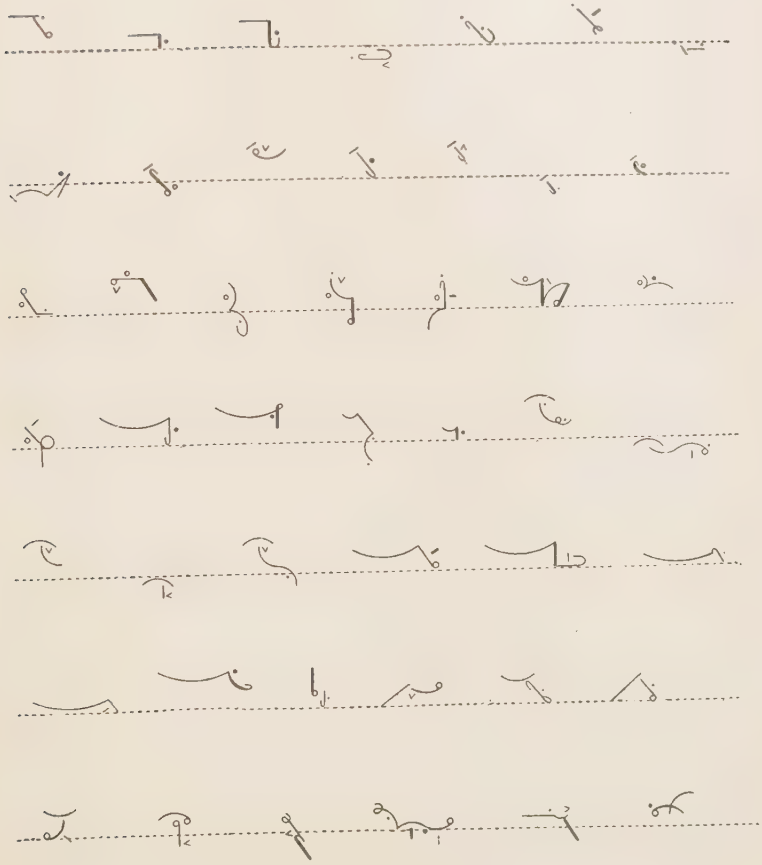
READING EXERCISE—*(Continued)*



LESSON 11

EXAMINATION QUESTIONS

READING EXERCISE



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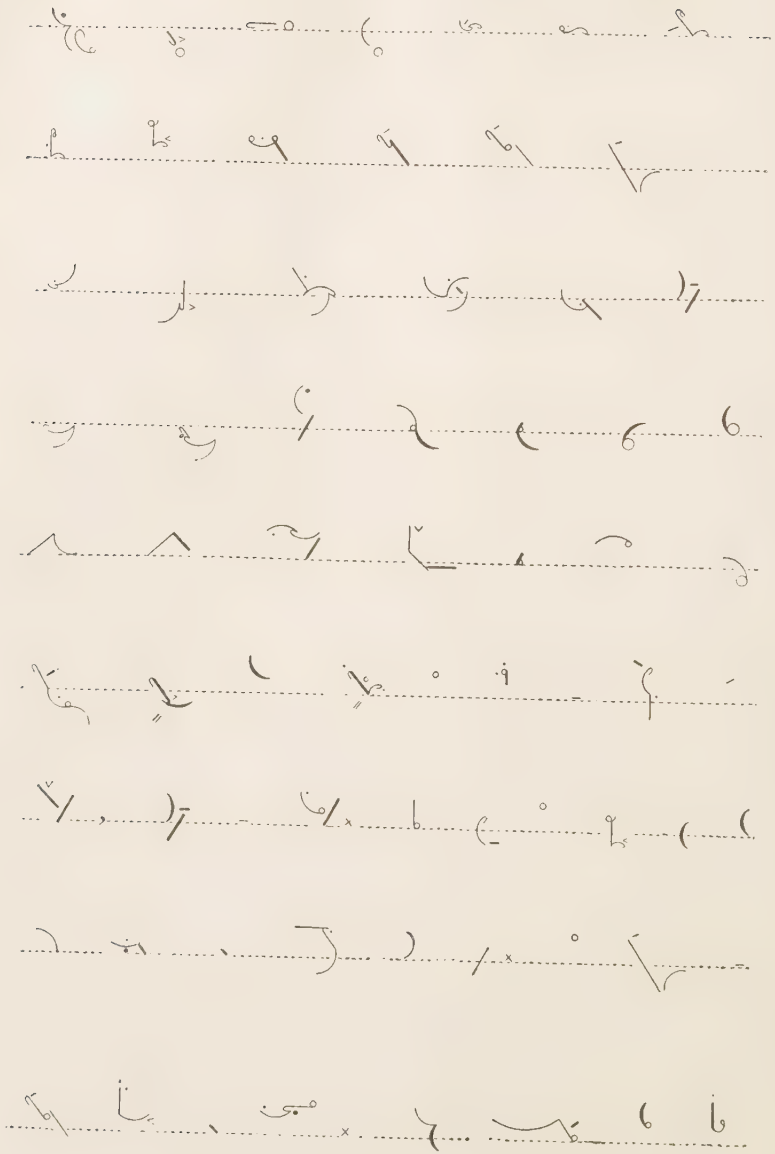
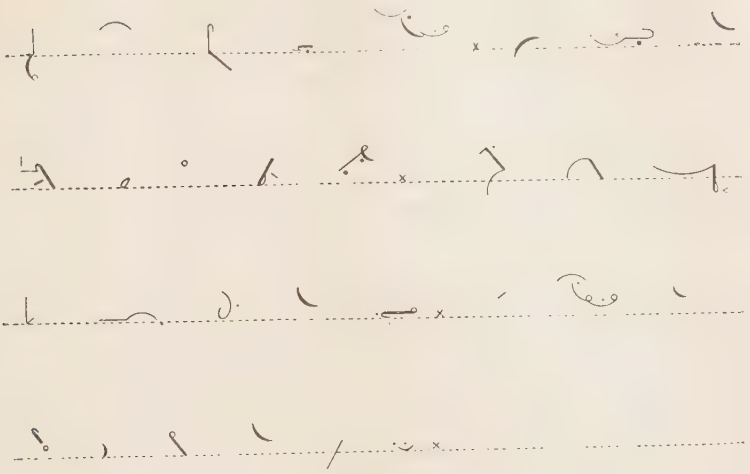


READING EXERCISE—*(Continued)*



WRITING EXERCISE

Insurmountable, questionableness, skilfulness, faithful, wherefore, groundlessness, thankfulness, monumental, supplemental, fundamental, phrenology, theology, friendship, township, whomsoever, principality, frugality, accommodation, competition, introduction, contradiction, recognize, introvert, forward, foreborne, incumbent, enslave, countermand, magnetic, magnetism, magnify, self-denial, enterprise, unable, whichever, therefore, impressing, boundlessness, faithlessness, lordship, fellowship, beings, impressing, improving, disdainful, seemingly, graceful, brimful, popularity, drawing, sacramental, himself, itself, yourselves, invincible, wrongful, useful, enable, unceremonious, inspire, inscribe, antiseptic, self-conscious, incumbrance, contradistinction, foreclosure, forbid, entertainment, thereby, stenography, doxology, careful, thoughtful, carelessness, confidentially, sentimentality, penmanship, circumlocution, circumstances, biology, substantial.

Mr. John Williamson, Boston. Dear-*Sir:* Your *favor* of-the *third* is *just* at-hand. The-owner of-the *lot* at 166 *East Second Street asks* $2,100 for-his *property*—$1,000 *cash* and-the *balance* on *mortgage*. If-this *figure* is anything to-your *liking, please come* over for-a *talk*. I-think the-*lot* is *clearly* worth the-*price asked*. The-*section* is *building* up very *rapidly* and *none* but-the *best class* of *dwellings* are being *erected*.

Give-the-*matter consideration* and-let me hear-from-you. *Sincerely* yours,

Dear-*Sir:* *Kindly* let me know at-your *earliest convenience* what you-have *decided* to-do *regarding*-the hundred *acres* of *land*. I-have no-*doubt* you-will *wish* to see-the *property* and-if so, I should *advise* that-you-*come prepared* to *consummate* the-*deal*, for-we-have several *other propositions* and-do-not *feel like holding*-the *offer open* for-you much longer. Yours-very-*truly*,

Dear-*Sir:* *Mr. George Williams* of-your-*city* has called to *interest* me in-the *purchase* of-a large *tract* of *timber* and *mining lands* in *Northern Wisconsin*. *Mr. Williams impresses* me *favorably* and-his *propositions* appear quite *reasonable* on their *face*. I-have, however, *deferred* giving him a-*final answer till* I hear-from-you *regarding* his *standing* in *business circles* in *Chicago*. He *speaks* of-you as-an *acquaintance* and-*since* I-*claim*-you as-a *friend*, your *advice* will-be as *welcome* as-it-is *valuable*. Very-*sincerely* yours,

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STUDENT IDEALS

If-I-were a-*preacher* I-would *preach* all day long on-the *power* of *ideals*. An *ideal* is what you *want* to-be and-do, although you-may-never quite *succeed*. If-your *ideal* is-a high *one*, *none* of-your *work* will-be wholly worthless, for-all you-do will-be an-*attempt* to-*reach*-the *splendid model* in-your *heart* and-*brain*, and-each *succeeding effort* will-be *better-than* the-*last*. This-is why *some persons* are *successful* and *others failures*—the *successful* give their *lives* to-the *accomplishment* of-a *great end*, while the-*failures* work merely to pay for what

they *eat* and *wear*—and-the *birds* and-*beasts* of-the *field* do as-much. Let me give-you my *ideals*.

Work.—I-have *absolutely* no *respect* for any-one who-will-not *work* at something with all-his might. As-*soon*-as you-are *out*-of *school*, go to-*work*. If-you have-an *ideal*, a-*dozen men* will *want* you. *Honest*, every-day *work* should-be a-joy to-you, and-you-should *feel* that-it-is a-*crime* to-be *idle even* for-a day. Every one ought to-be *proud* that-he is-the *author* of something—it-may-be *just* a-*clean desk*. *Money* is-not the-*only reward* for *work* well *done*—it-is the-*pleasing* thought that after all-your *striving* you-have-*done* something. To-me *work* is-a *blessing* and-I never *feel* quite so happy as when I-am *busy* at something. I-*like* to-*work* for *somebody else*; I-*like* to-*feel* that-I-am useful to some one; I *like* to-*feel* that-I-am doing-a *little real work* in *carrying* on a-*great business*. Of-*course* you-*must*-be a-good *stenographer*, but no *man* will pay-you much for-that *alone*—it-is your *Interest*, your *Sympathy*, your *Loyalty* that-he-is *most anxious* about. In every *city* today there-are *fine positions unfilled* for *want* of young *persons* who-can *mix* with their *work* these *incomparable virtues: Interest*, *Sympathy*, and-*Loyalty*. Do-you have-them? Do-you *like work?* If-you do-not, your *ideal* is-not *complete*.

Kindness.—*Kindness must often bow* to *ability; kindness wins often* when *ability loses*. I-think *infinitely more* of-a *kind student than* I-do of-a *brilliant one*. Why? *Because* a-*kind student* never gets *kind* o' *lazy*, *expecting* to-*live* on-his *smartness*. He *helps* to-*make other students* happy. He-is *more companionable*, he-will *keep*-a *promise*, he-will *live* longer, he-will-never *tell*-a *lie*—a-thing that always *costs one's honor* and-often *one's position*. *Kindness* is-so *rare* that in-a *school*, or *office*, the-kind *person* is *like*-a *water-lily* in-a *meadow* of *weeds*. I-would *rather far receive*-a *gold medal* for my *kindness than* for my *smartness*.

Self-Reliance.—I believe in-the *manly gospel* of independence—in-the *doctrine* of taking *burdens* from *father*-and *mother* and-*earning* your-own *living* at-the *earliest possible* age. I *tell*-you there-is nothing so *dishonorable* as-to *ask* your

parents to *feed* and-*clothe*-you when-you have-the *strength* to-*work* for-your-own *bread* and-*butter*. To-*live* on-the *labor* of *others* is-a *respectable form* of *robbery*. In *early youth* begin to-be *self-reliant*, to *stand* on your-own *feet*, and-to *fight* your-own *battles*. I-*like* the-independent *boy* or *girl*—who-does-not *beg* nor *borrow*. Pay your-own *bills*—it-will *teach*-you the-value of-a dollar before you *cast* your first *vote*. *Welcome responsibility*.

Exercise.—Let your *ideal include* time for *exercise* in-the *open air*, *then* you-will-do *better work* and-you-will-not-be *sick* in-the *busy season*. *Cultivate* a-*love* for nature—the-*water*, the-*fields*, the-*forests*, and-all-that *lives* therein. The-*wind* will *drive*-the *foolishness out*-of you. The *perfume* of-the *flowers* will *sugar* your *temper*. The-*song* of-the ever-*running brook* will *quiet* your *troubled brain*. The-*shade* of-the *trees* will *fill* your *heart* with *gratitude*. It-is-*said* that every *person* who *dies* at *one* hundred years of age has *spent one*-half of-his *life out*-of *doors;* he-has *listened* to-the *morning* and *evening songs* of *birds*, he-has *heard* the-*gentle lowing* of-the *cows*, he-has *seen*-the long-*eared bunnies leap* from *out*-the *hedge* and *hovel*, he-has *known* the-*names* of-all-the *flowers* that *wave* and-all-the *trees* that *tremble* at-the *wind*—he-has *loved farm* and *field far better than* the *city's subtle dissipations*. If-you *want* to *slam* the-door on-the doctor, take advantage of every opportunity to see *life* in-the *country*. Get all-the *sleep* you-can. Do-you know it-is perfectly *immoral* for any one to *sit* up after *ten o'clock?*

Self-Improvement.—*One* of-the *mistakes* of *students* is-to think that when they *leave school* all *study ends*, that-they-have *learned* all it-is-necessary to know in-order-to-be *successful*. My first *employer presented* me with-a *volume* of *Shakespeare*, and *told* me that when I-knew all the-*book contained* I-would-be-a perfectly *educated man*. That-was *ten* years ago, and-I-am *still reading Shakespeare*, and-I *expect* to-do-so as-long-as I-*live*. *Read Shakespeare* to *increase* your knowledge and-to *enrich* your imagination; *Shakespeare* knew the *human heart* and-the *human head*. He-could *paint* in *simple words* a-*sigh*, a-*tear*, a-joy, a-*laugh*, a-*kiss*,

and-he could *tell*-the *meaning* of-them all. *Shakespeare* will *teach*-you how to-*express* your thoughts in *fitting words;* he-will *tell*-you all-that can-be *known* of *men* and *women* —their joys and *sorrows*, their *failures* and *successes*, their *pity* and *revenge;* he-will *tell*-you of-the *heroes* and *heroines* of *history*—and-what *more* is-it *necessary* to know in-order-to-be happy and *successful* in *life.—Phonographic World.*

LESSON 12

EXAMINATION QUESTIONS

WRITING EXERCISE

NOTE.—*Words to be distinguished are in Italic.*

(1) Every age in-which men have-been aggressively active has worshiped an *idol*. The *ideal* of-our age is-the incarnate dollar. (2) To-be *patient* is-a virtue; to-be *passionate* often indicates lack of self-control. (3) The *spirit* of-the inquiry was of *special* importance, *especially* at-that-time and under-those peculiar circumstances. (4) What is your *purpose* in *proposing* such-a line of action? (5) He-is one of-the *most prominent* men in-our-city and-the *position* he holds *promises* to-be *permanent*. (6) Will you please *apportion* me a-*portion* of-that *preparation?* (7) You-are entirely wrong in-your idea that-he carries a-*poor* stock; it-is the-*purest* in-the city. (8) The headstrong lad found it no *sport* to *support* himself after *separating* from-his father who-had supplied him with-the luxuries as-well-as the-necessities of-life. (9) Do-not *defer*-the payment of bills, but *defray* expenses as you-go along. (10) The-*amount* of bills has-been sent from our Springfield office and-does-not agree with-the *account* here. (11) *Few* of-us have secured *half*-the number that you-have. (12) You seem very *earnest* in-your assertion that my belief is *erroneous*. (13) You must *write* and-*read* each exercise many times if-you would succeed in shorthand. (14) Kindly inform me as-to-the *altitude* of-the town as-well-as its *latitude*. (15) The *Misses* Brown and-*Mrs*. Smith were-present. (16) No evidence was *available* to prove that-the note was given for-a *valuable* consideration. (17) Through having resided in India so-many-years, he became well *accustomed* to-the *customs* of-that

country. (18) Please inform me whether you-have decided to-go in *January* or in *June*. (19) *Annexed* is-a price-list of-our goods. Will you please look it over as-soon-as convenient and-let me hear-from-you by *next* week if-possible? (20) It-is-*not necessary* for-you to pay freight, as all charges have-been prepaid. (21) *Nothing* you-can say will cause-him to take *anything* but-a wrong view of-the-matter. (22) We-are sorry that-we *mistook* your meaning in-your previous letter and-we now hasten to-correct our *mistake*. (23) A *reader* can often give quite a-different meaning from that intended by-the *writer*. (24) Your *position* is-in direct *opposition* to mine.

(25) O'Connor and-Company, Philadelphia, Pa. Gentlemen: Please quote us your best price on ten thousand engraved letterheads like the-enclosed sample. We will furnish the-plate for-the engraving. The quality and-weight of-paper must-be as-good as-that-of sample; we prefer-the identical stock if-it-is possible to procure it. Awaiting your estimate, we-are, Very-truly-yours,

(26) Mrs. Amanda Dewitt, Niagara Falls, N. Y. Dear-Madam: In response to-your request of July 15 we send-you herewith a statement of-your *account* with us. You-will note that-the deposits made previous to July 1, 1904, together with accrued interest, make-a total of $4,386.75. Including-the deposit of $200, which reached-us on-the 16th instant, the-*amount* of-balance now remaining to-your-credit is $4,586.75. Awaiting your further commands, we-are, Yours-truly,

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THE STENOGRAPHER

(27) The stenographer should-make it a-rule to keep things well arranged in-the office, chairs in-their-places, wraps and hats where they belong, and-desks in-their proper order so-that anything that-is wanted pertaining to-his work or-his employer's convenience can-be readily found.

You-should-have two-or-three well sharpened pencils always ready and-your note-book lying near and-open, or arranged so-that it-will at-once open to-the place so-that-you-will-not

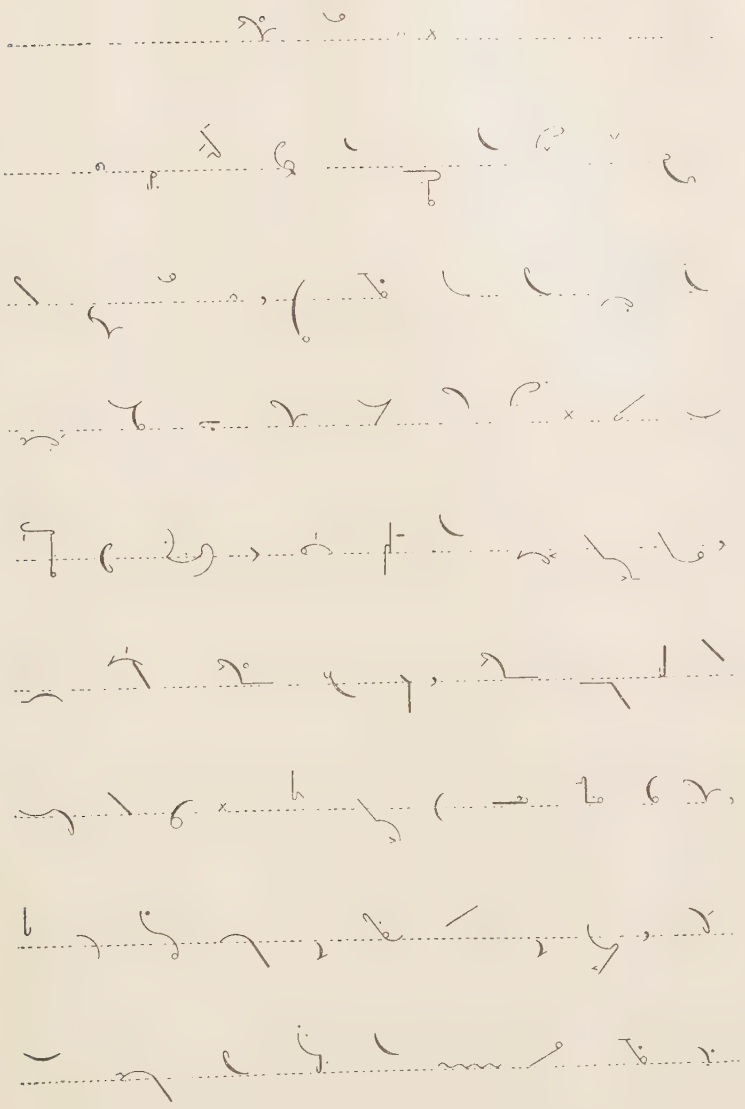
have to turn any leaves to get ready to write. It-is annoying to wait for-the writer to sharpen his pencil or turn over a-dozen leaves in-a tablet before he-is ready to begin.

You-should always be on time and-never in-a rush to get away from-the office. You-cannot-have-the business well in mind unless you-have your mind constantly on it, studying its interests. When-you talk, talk business. Don't speak unless you-have something necessary to say. We-do-not mean by this that-you should-have to-be persuaded to speak, but that-you should use discretion in-the matter. Use common sense of-course, and say what is-necessary to-be pleasant.

Keep pens and-pencil and-all papers belonging to-yours or your employer's desk in place so-that-you-can tell where they-are and-get them for-him readily if necessary. Be quick about everything. You-may-be naturally slow but-you-can learn to hurry. Don't have spells of rushing during which you-make mistakes and actually lose time, but hurry without seeming to. Don't debate in-your mind about doing-a thing but take hold and-do-it at-once. Decide quickly and accurately; don't hesitate. Lack-of decision stands in-the-way of-the success of-many. There-is no way around these-things; they-must-be met squarely. You-must master them or they-will master you. Life is-a struggle; life is doing and doing means struggling. Many a-man of large brains has-been gradually worked to-the bottom of-the great mass of humanity, like small potatoes work to-the bottom of-a barrel, because he-would-not toil neither would-he spin.

Have-an object in life and-train for-it. Have courage. You-will succeed if-you have-the staying qualities. With every victory comes added strength. Observe these things now and it-will-not-be hard for-you in-the office and-your work will-be all-the more pleasant for-you and-your employer.

READING EXERCISE



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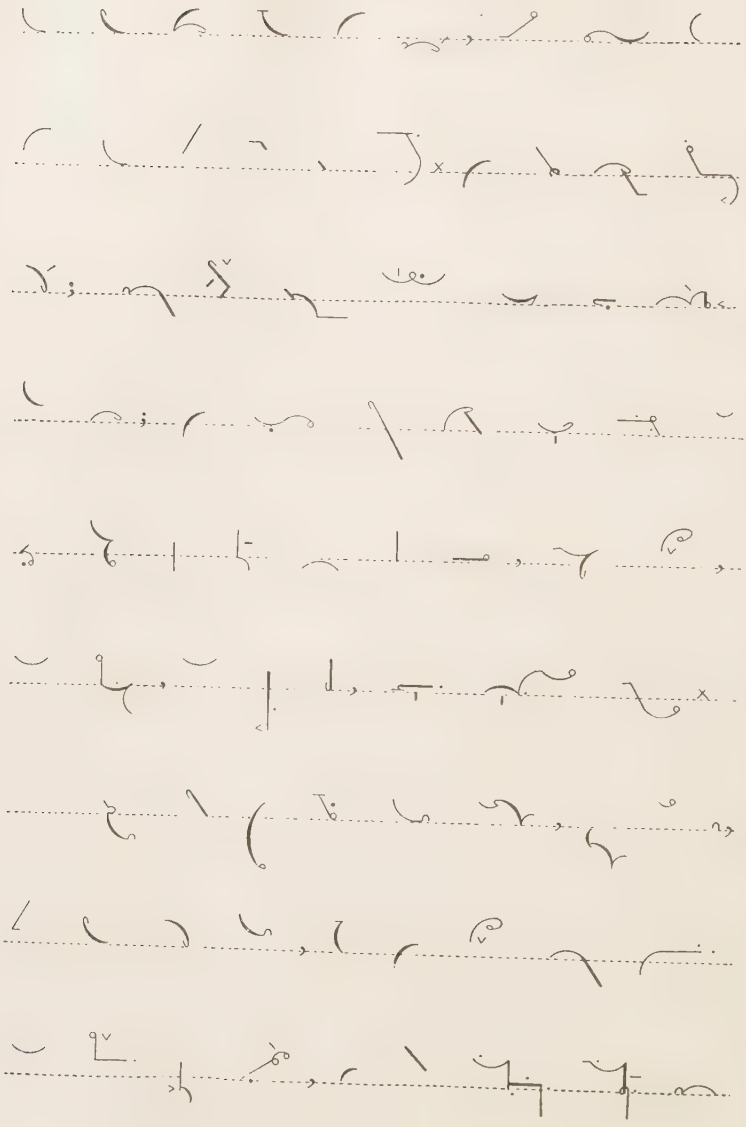

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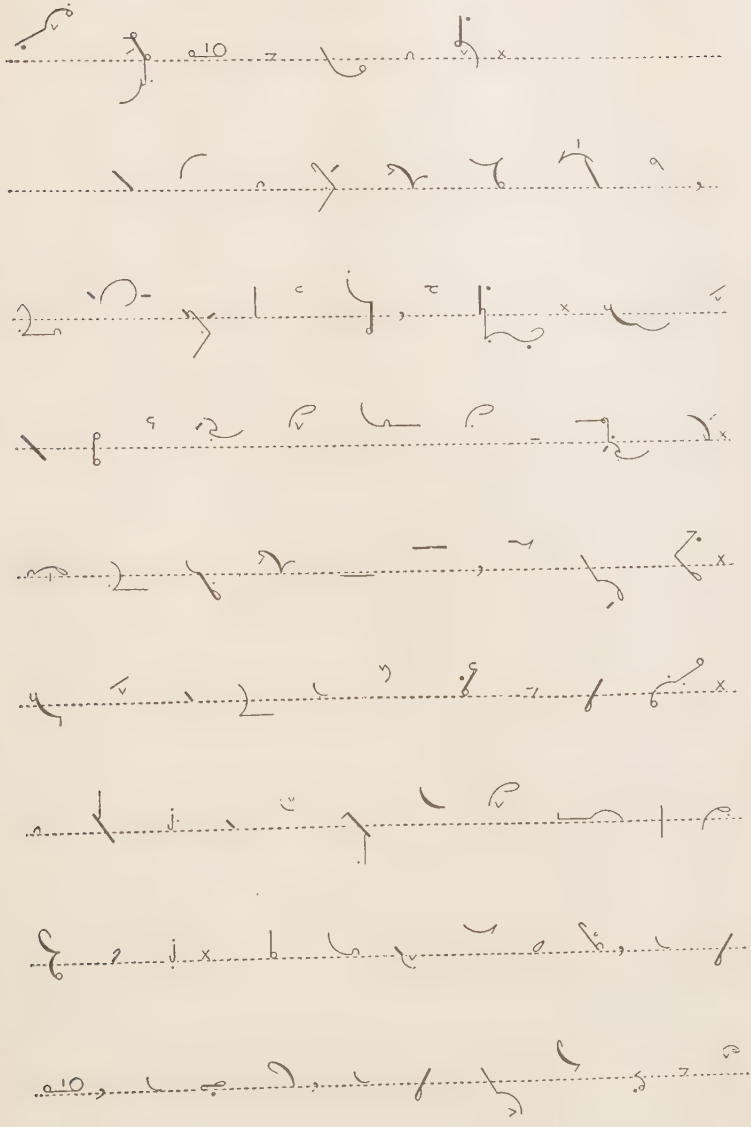
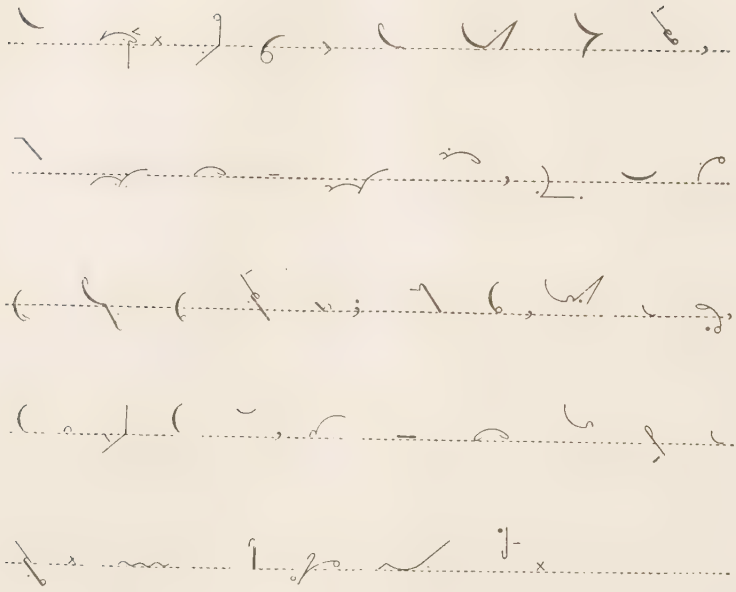


READING EXERCISE—*(Continued)*



LESSON 13

EXAMINATION QUESTIONS

WRITING EXERCISE

Postpone, post-office, postdate, postmark, postal, lastly, justification, testify, testimony, custom, customary, mistaken, domestic, attempt, stamped, jumped, exemption, resumption, glimpse, prompt, encamped, swamped, transpose, transplant, transpire, transport, transfer, transfigure, transmit, transact, transcription, subscribe, description, transmigrate, transparent, translucent, accomplish, negotiate, sufficiently, improvement, achievement, anxious, distinction, function, injunction, instinctive, punctuate, destruction, doctrine, specification, satisfaction, instruction, transgressor, sumptuous, exempt, symptom, transverse, extinction, empty, workmanship.

WORD SIGNS

NOTE.—*Only the new word signs are in Italic.*

(1) Each man avails-him of what worth he *apprehends* in-you.—Browning. (2) *Apprehension* always paints in black. —Lew Wallace. (3) The-notions of Dryden were formed by *comprehensive* speculation; those of Pope by minute attention.—Johnson, Lives of-the Poets. (4) Hard *experiences* are often the-foundation stones of-a successful life. —Cable. (5) Man is *perfected* through suffering.—Luce. (6) We-have-an idea of-a being infinitely *perfect*, and-from this Descartes reasoned that-such-a being really exists. (7) Let-us feel our personal *responsibility* for the *preservation* of the *principles* of civil and religious liberty.—Webster.

(8) Friendship gives no *privilege* to-make ourselves disagreeable. (9) Our political problem now is "Can-we as-a nation continue together permanently—forever—half slave and half free?" The problem is too mighty for-me. May God in-his mercy *superintend* the solution.—Lincoln. (10) The-office of-the scholar is-to cheer, to-raise, and-to guide men up, showing them facts amidst appearances. He plies the slow, unhonored and-unpaid task of *observation*.—Emerson. (11) As I-have heard a *circumstantial* account of-my death and dying speech, I-take this opportunity of contradicting the-first and-of assuring you that I-have-not as-yet composed the-latter.—Washington. (12) The first sort by their own *suggestion* fell, self-tempted, self-depraved.—Milton. (13) Whisper not to thy own heart, How *worthy* is-this action; for-then it-is already becoming worthless.—Carlyle. (14) Who born to *universe* narrowed his mind, and-to party gave up what was meant for mankind.—Goldsmith. (15) All good *architecture* is-the expression of national life and-*character*.—Ruskin. (16) The belief in-the *revolution* of-the earth on-its own axis was, until lately, supported by hardly any direct evidence.—Darwin.

Chicago, Ill., April 6, 1904.

Mr. Judson H. Bramble,
Care Hotel Shirley,
Muncie, Indiana.

Dear Mr. Bramble:

Please accept my thanks for-your favor of April fourth, enclosing some-of your clippings. I-regret that-we-are unable-to use material similar to-that you-have sent me. The-work you-have-done for other publications is very good, but-it falls *somewhat* without our scope, as you-will-see by referring to-our magazine. I-cannot use matter of-a general nature, except in-our editorials. I would, however, like articles describing methods and systems in actual use. These articles should-be so wide in-their scope as-to apply more or less generally. In other words, I-would-not care to describe a system which could-be used only by-a glover; unless-this system could-be used by other retailers, or unless it included

some new *suggestions* or ideas in conducting-a retail business. Articles such-as "The-Handling of Supplies," "A-Perpetual Inventory," "System for Handling Correspondence," and "System for Ascertaining-the Cost of Production" are those that would appeal to-every *manufacturer* and-to-most retailers. Our magazine appeals primarily to *manufacturers* and retailers. For this reason, most of-our articles should-be written for-them. A-small part of-the magazine is devoted to publishers and-business men generally. I-trust you-will-find time and-opportunity to-prepare some material for-us. It-will-not-be necessary for-you to-prepare your-own drawings. We pride ourselves particularly on-our illustrations. You-will-notice that practically all-of-them are very accurately prepared, and-that all wording is printed—not drawn. Accompany your articles merely by rough sketches; our artist will prepare the-drawings from these. With-the hope that-I-may-have something good from-you soon, I-am, with-best wishes,

Sincerely yours,

Managing Editor.

GENERAL ADVICE

Neatness.—If-the student understood properly the-requirements that would-be demanded of-him when-he takes a-position, he-would-do more to fit himself for-his future work. If-he could realize the briefness of-the time within which he-is supposed to complete-the course and-what should-be done in-that time, he-would study and-practice a-great deal more at-the beginning of-the course and-not leave so much unpracticed until the-end, and-he would-be very-much more willing to profit by-the advice of-those who-have-been over-the road instead of opposing his ideas of what he-should-do and-how he-should work to-the judgment of-those who know by *experience* what he-cannot possibly understand until he-has really been there.

Much time and-labor and many mistakes in life would-be saved if-he would decide in-the outset to profit by-the advice and *experience* of-others. If-he had supposed for-a-moment

that employers would object to-the indiscriminate destruction of letterheads, envelopes, etc., on-account of errors, he-would-not-have formed-the habit in school of wasting so much of-his paper but would-have practiced economy, have-been careful in-his typewriting and would-have learned to get along without-a typewriter eraser, thus saving a-great-deal-of time and contributing much to-the neatness of-the typewritten page.

Of-course the student is-not supposed to be familiar with-these facts and there-are many others which-should-be considered by-him, for-it-is his duty to obtain information along every line that-will have to-do with-his success. He-should carefully weigh the-wise words of-his teacher and-do everything that-will help to-make-him an-expert. If-he takes pains to-be neat in appearance, to-keep his material in-order, and-his desk neat, his work will-be neat. The-word expert has almost become a-synonym for neatness and-accuracy. Don't do any waste-paper basket work. If-you intend to-do some careless typewriting—only practice—and then throw it into-the waste basket, you-will save time and-guard yourself against a very bad habit by putting-the blank paper into-the waste basket. As we-are, so we-do.

Keep your pencil sharp. In-the face of-all-that has-been said in-regard-to this-matter, it seems that scores of stenographers never have more-than one pencil at-a time, which they sharpen once a-day and then wonder why they cannot-do better work in shorthand and-make progress instead-of growing worse. We-often hear beginners say "If my pencil is sharp, I always break the-point." Now that-is just the-reason it-should-be kept sharp, for it-will compel-the cultivation of-a light touch, which-is absolutely necessary to speed. Of-course the-touch must-be heavy enough to-be plain, but-it-is impossible to-make good, clear notes unless the-pencil is sharp. You-should-have two-or-three pencils at-hand so if-the point should break you-can take another, but if-your touch is light it-will seldom break.

How to Become Expert. The secret of becoming-an expert in writing shorthand is-the same-as in every-other line

of mental or manual skill. It lies in perfect familiarity with-the subject-matter, which calls for skilful, painstaking practice, together with close, clear, and-accurate thinking at-the-same-time. Great skill in any manual craft is reached only by constant and-thoughtful practice, during which-the student is always on-the alert to avoid errors and-to detect and-correct them when once made. Haphazard and unthinking practice is productive of more harm than good.

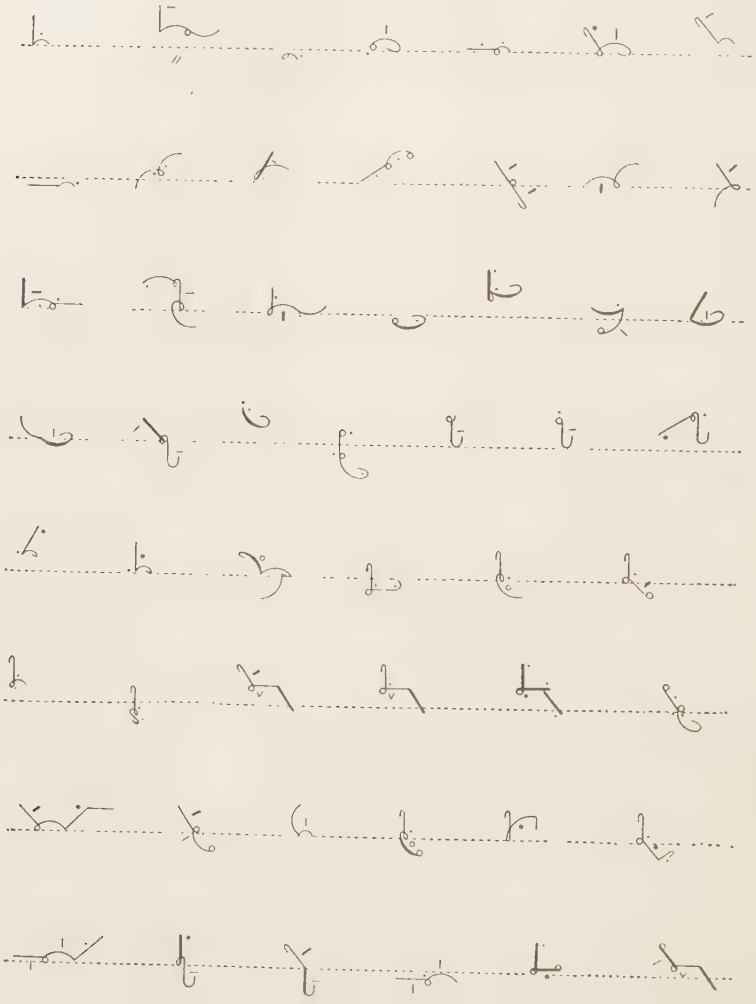
The correct outlines should first be determined upon, and-then they should-be written over and over again until the-words and-phrases become thoroughly familiar, after-which-the selection should-be taken in dictation and-the notes read until it-can-be written rapidly and-read like print. The student will-find that-his notes are always legible if well written, though ease in reading requires some practice in reading. It-is-a waste of time to take dictation after dictation without preparation. He-should write with such care as-to feel while writing that-he-can read his notes. Of-course he-cannot always do that at-first and should-not allow himself to become discouraged on-this line but exercise patience.

Be anxious, be energetic, be enthusiastic, be willing to-do as-your teacher says, and-be determined to succeed, but don't allow yourself to become discouraged.

Value of Repetition.—In gaining speed in shorthand, the value of repetition and constant review cannot-be over-estimated. That which-is done repeatedly soon becomes almost mechanical, and what-is done mechanically can-be done rapidly. The-words that-are represented by word signs and-contractions are of very frequent occurrence, are spoken rapidly, and consequently must-be written rapidly. In learning word signs you-must memorize them so thoroughly as-to-be-able-to use them independently of-all others. Don't think you know-them well enough when-you-can write-them and read them in-the regular order, but learn them so-that it-will-not matter to-you how-they come. In-your practice, take care to-have your notes well made and correctly written. It-is possible to adopt word signs of one's own

and-be-able-to read-the notes, but-we would-not advise the student to-do it. Put that off a few years and it-will-not-be necessary.—Selected.

READING EXERCISE



LESSON 14

EXAMINATION QUESTIONS

Lesson 4, Arts. **7** to **10:**

He-calls, he-has-been, he-has-not, he-is-never, he-might-not-be, he-accepts, he-acknowledges, he-has-not-had, he-embraces, he-seems-to-be, after-he, all-he-asks, all-he-says, because-he-would-be, he-surely, for-he-must, think-he-is-not.

I-admit, I-agree-that, I-promise-to-be, I-became, I-can-only, I-cannot-be, I-clearly, I-could-not-do, I-reply, I-desire, I-insist-that, I-am-certain, I-am-never, I-am-sure, I-repeat, I-must-also, I-ask, I-say-you-will-be, what-was-I, I-was-received, so-I, whenever-I.

By-the-means, in-the-presence, in-the-church, the-way, the-day, should-have-the, in-the-midst, in-the-morning, in-the-order.

A-branch, a-break, a-business, a-delay, a-design, an-officer, and-do-you-mean, and-we-did, about-a, such-an, before-an, in-which-a, it-is-a.

Lesson 4, Art. **11:**

All-these, all-those, of-these-things, of-those-things, of-those-who-would-be, on-each, on-much, we-thank-you, what-if-they, with-each, with-much, with-those-who-can, and-we-had.

Lesson 4, Arts. **12** to **14:**

And-how, how-a, how-are-these-things, how-are-we, how-goes-it, how-surely, how-fast, how-he-is-now, how-will-it-be, how-will-this.

On-account, on-his, on-important-matters, on-so-many, on-the-part-of, on-what, on-my-assurance.

Should-be-remembered, should-be-aware, should-do-something, should-not-suppose.

We-may-be, we-cannot-be, you-should-have, you-may-as-well, we-will (*will* written downwards).

Lesson 5, Arts. **8** and **12:**

As-it, during-the, had-it-been, had-it-appeared, if-its, if-it-has-been, make-it, make-it-plain, by-which-it-appears, where-it-is, I-will-have-it-done, I-think-it-is, if-it-does-not, through-its, over-it, over-its-own, was-it-reasonable, with-which-it-would-be, was-it-not-seen, able-to, unable-to.

May-there, so-they-are, if-there-has-been, think-they-are, although-there, be-sure-there-is, between-their, for-their, every-other, several-other-subjects, if-your-other, one-other, along-there, no-other-objection, for-there-is-not, for-there-were, I-am-sure-there-is, in-their-opinion, only-their, not-their, say-there-should-be, when-they-are, seen-there, why-there-is, for-they-are-chosen, I-think-they-are-sent, every-other, one-other-advantage, some-other-person, no-other-answer, another-answer, no-other-day, another-day.

Lesson 6, Arts. **17** to **19:**

Is-done, is-he-sure, is-unnecessary, is-probable, is-not-now, is-this-yours, is-this-done, his-position, is-that-which-may, is-this-the-way, his-honor, his-judgment, his-knowledge, as-good-as, as-great-as-possible, as-early-as, as-little-as, as-many-as, as-much-as-possible, as-well-as, as-usual, as-large-as, as-they, as-was, as-will-be, as-shall-be, as-many-as-possible, has-again-and-again, has-found, remember-us, let-us-ask, among-us, received-us.

As-has-been, as-is-now, as-has-never, as-soon-as, is-seen, has-known, has-not-been, has-found, has-just-been, has-had-a, has-to-be, has-just-as, over-us, under-us, bring-us, near-us, what-is, with-us, would-his, would-not-his, as-soon-as, is-something, is-similar, is-sufficient, is-as-important, does-as-much, if-his-subject, it-is-such, it-is-soon, it-is-said, in-this-city, on-this-subject, this-is, as-far-as-his, as-has-been, as-some, his-subject, is-

supposed, as-supposed, if-his-success, yours-sincerely, this-is-your.

Lesson 7, Arts. **18** to **20:**

They-are-certain, they-are-now, they-are-sometimes, which-are-likely, which-are-necessary, which-are-ready, which-are-made, which-are-supposed, which-are-again, at-our-expense, by-our-promises, in-our-answer, by-our excellent, at-our-request, by-our-mistake, in-our-way, in-our-position, in-our-understanding, at-or-about, at-or-near, at-or-very-near.

It-will-bring, it-will-be-seen, they-will-mention, which-will-become, each-will, it-will-also, it-will-probably, they-will-make, at-all, if-all-this, of-all-persons, by-all-people, in-all-his-business, for-all-this, in-all-places, in-all-circumstances.

In-his-life, in-his-letter, in-something, in-the-same, in-strong, in-his-remittance, in-consideration, in-his-crime.

Lesson 8, Arts. **7** to **10:**

Becoming-the, becoming-a, calling-the, calling-a, correcting-the, drinking-a, gaining-the, seeking-a, losing-a, missing-the, considering-a, considering-the, reducing-the, observing-a.

A-compression, a-comfortable, the-confidence, the-conjecture, and-complain, a-compromise, the-conveyance, a-contemporary, the-congregation, a-consonant, and-commenced, and-contended, the-convict, the-conclusion, the-complaint, the-contents.

Lesson 9, Arts. **9** to **11:**

Did-we-not, but-we-cannot, do-we-make, which-we-have, it-would-not-be, which-would-seem.

They-are-not, cannot-be, ought-not-to-be, her-own, all-your-own, it-is-your-own, their-own, for-their-own, in-their-own, when-their-own, in-our-own, better-than-mine, more-than-enough, farther-than, shorter-than, any-more-than, better-than-you-can, rather-than, longer-

than-the, more-than-his, smaller-than, earlier-than, lower-than, harder-than, higher-than.

It-will-have, which-will-have-been, which-have-taken, part-of, out-of-the, worthy-of, accept-of, can-have, was-ever, forever, whichever, some-of, which-have-chosen, which-have-not-been, it-would-have, it-would-have-to-be, another-side-of, out-of-his, each-of-these, in-receipt-of.

In the following the F hook is to be used to add *to have:*

Hope-to-have, which-are-to-have, I-was-said-to-have, I-try-to-have, said-to-have-been, I-hope-to-have-enough, ought-to-have-become, ought-to-have-been, ought-to-have-known, I-ought-to-have-known, said-to-have-been, hope-to-have-gone.

Lesson 14, Arts. **2** to **6:**

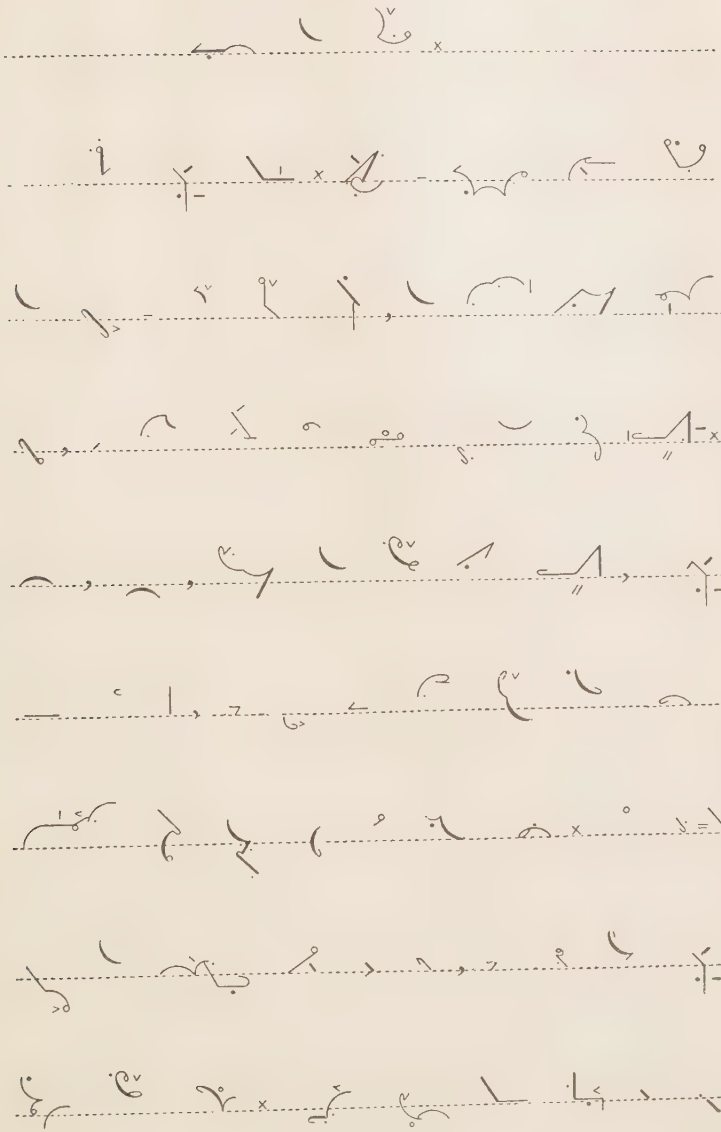
Advantage (of the) plan, business (of the) firm, expenses (of the) trip, choice (of the) assembly, difficulty (of the) task, fear (of the) injury, condition (of the) body, cause (of the) people, importance (of the) information, elevation (of the) masses, work (of the) people.

(To) advantage, (to) which, (to) become, (to) do, (to) say.

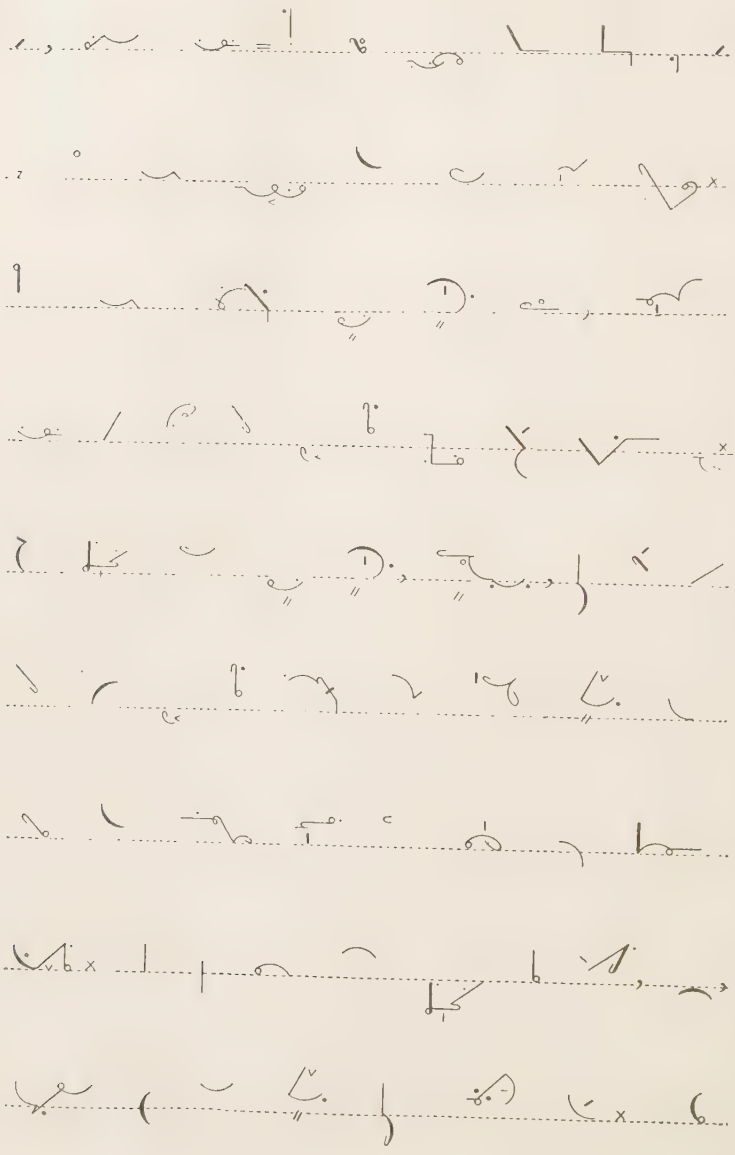
(From) town (to) town, (from) ocean (to) ocean, (from) side (to) side.

Over (and) over, more (and) more, shall (have) been, shall (have) done, could-not (have) been.

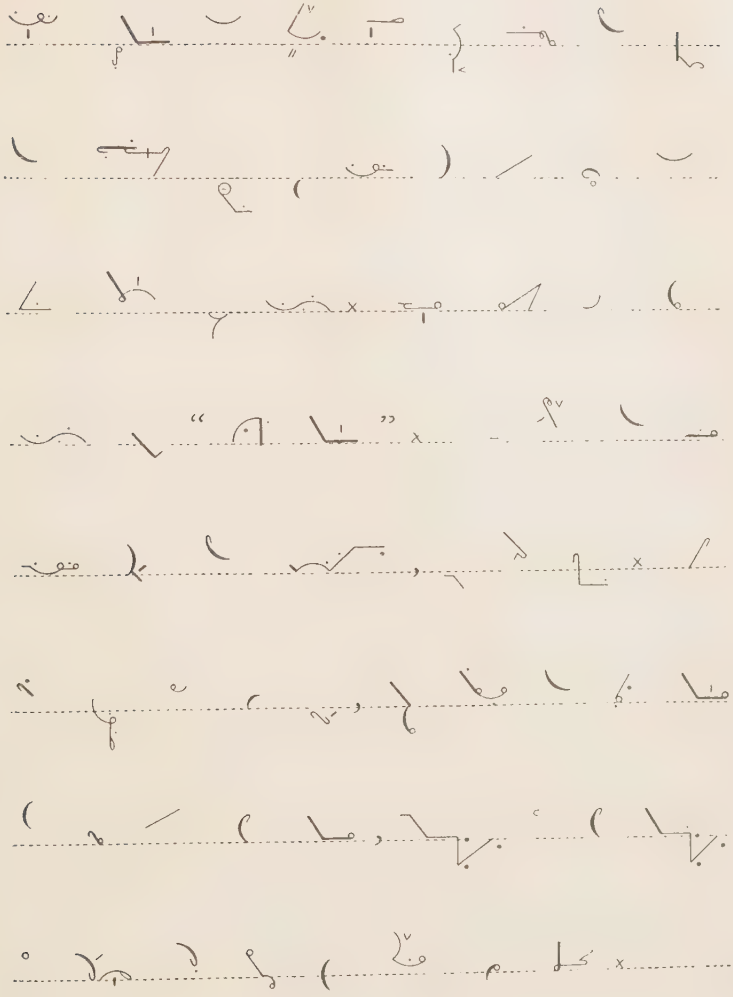
READING EXERCISE



READING EXERCISE—*(Continued)*



READING EXERCISE—(*Continued*)



TYPEWRITING
(PART 1)

EXAMINATION EXERCISES

The following exercises are to be written by the student and sent to the Schools for examination. Any kind of white paper may be used.

EXERCISE 1

After study of the instructions and thorough practice on Exercises 1, 2, 3, and 4, make a copy of the following exercise and mark it Examination Exercise 1.

adopt the right methods adopt the right methods adopt the right methods
adopt the right methods adopt the right methods adopt the right methods

aim toward perfect work aim toward perfect work aim toward perfect work
aim toward perfect work aim toward perfect work aim toward perfect work

do right and never mind do right and never mind do right and never mind
do right and never mind do right and never mind do right and never mind

the honest plan is best the honest plan is best the honest plan is best
the honest plan is best the honest plan is best the honest plan is best

no man lives to himself no man lives to himself no man lives to himself
no man lives to himself no man lives to himself no man lives to himself

patience will often win patience will often win patience will often win
patience will often win patience will often win patience will often win

success comes by trying success comes by trying success comes by trying
success comes by trying success comes by trying success comes by trying

policy appeals strongly policy appeals strongly policy appeals strongly
policy appeals strongly policy appeals strongly policy appeals strongly

one essential is system one essential is system one essential is system
one essential is system one essential is system one essential is system

experience teaches well experience teaches well experience teaches well
experience teaches well experience teaches well experience teaches well

how shall we meet again how shall we meet again how shall we meet again
how shall we meet again how shall we meet again how shall we meet again

pleasure will fade away pleasure will fade away pleasure will fade away
pleasure will fade away pleasure will fade away pleasure will fade away

EXERCISE 2

When Examination Exercise 1 has been sent to the Schools, commence practice on the exercises of Lesson 2, but do not send in the second examination exercise until the first has been returned. When this has been received by you, note any suggestions that may have been made for future work and make a copy of the following exercise. Mark it Examination Exercise 2 and send it in for inspection.

The man that never does any more than he is paid for will never be paid for any more than he does. The man that never does any more than he is paid for will never be paid for any more than he does.

George Washington, Thomas Jefferson, and John Adams were the first three presidents of the United States. George Washington, Thomas Jefferson, and John Adams were the first three presidents of the United States.

The Louisiana Purchase was made in the year 1803. The Louisiana Purchase was made in the year 1803. The Louisiana Purchase was made in the year 1803. The Louisiana Purchase was made in the year 1803.

Gold was discovered in California in September, 1848. Gold was discovered in California in September, 1848. Gold was discovered in California in September, 1848.

The receipts at the Patent Office during the year ending December 31, 1902, were $1,552,859.08, and the expenditures $1,393,345.54. Of a total of 82,329 prisoners in the United States June 1, 1890, the number charged with homicide was 7,386.

Fifty yards of cloth were sold at $1.25 a yard; forty yards were sold at $1.20 a yard; the remaining twenty-five yards were sold at $1.18 a yard: what was the average price a yard?

A quick movement of the enemy would jeopardize six gunboats. A quick movement of the enemy would jeopardize six gunboats. A quick movement of the enemy would jeopardize six gunboats.

Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles. Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles.

The exercise of the thinking powers, the application of earnestness, strict adherence to duty; these are requisites that must come before perquisites in the business career.

EXERCISE 3

After doing thorough work on the exercises of Lesson 3 and Examination Exercise 2 has been returned, make a per-

fect copy of the following exercise. Mark it Examination Exercise 3, and send it in for examination.

My dear Sir:

I have your pleasant letter of yesterday, and I am glad to be able to give you the desired information.

I think it would require about five hundred dollars to get up the proper advertising literature for your business. This would give you a good-sized catalogue, the small circulars you mentioned, and two forms of order blanks.

I can take the entire work in hand for you, write the catalogue, have the illustrations made, and attend to the printing. I trust you will decide to give me the order.

Cordially yours,

EXERCISE 4

This exercise is not only a test of typewriting, but also of the ability to capitalize, punctuate, paragraph, and arrange a business letter properly. The letter is given from the beginning to the end, just as it would be in dictation, and the arrangement is left to the discretion of the student. When the arrangement of the different forms of letters of Lesson 4 are familiar and Examination Exercise 3 has been returned, take up this exercise. When the letter has been written, fold it properly and place it in an envelope properly addressed. Mark the work Examination Exercise 4 and send it in for criticism.

Hagerstown Maryland February twenty fourth nineteen hundred and ten Globe clothing company one hundred and eighteen West Baltimore Street Baltimore Maryland Gentlemen we have been looking over your catalog of summer clothing and the samples and have made up a part of our seasons order. Please ship the following to us at once by way of Western Maryland Railroad. Fifty boys' suits of the grade A woolen check patterns assorting the sizes from ten to fourteen years. Twenty five boys suits of the number 4 black cheviot assorting the sizes from ten to fourteen years. One hundred pairs of the special

lot of knee trousers assorting the patterns and giving us an equal number of sizes from six to ten years. Twenty five mens black alpaca coats, in sizes from 35 to 45. Twenty-five pairs of mens trousers giving us the best assortment you can in the patterns E, F and G, running the sizes from thirty two to thirty six waist measure. In this connection we inform you that we are returning today the frock coat and vest ordered on the fifteenth instant. Will you kindly send us in exchange a black cutaway coat and vest of the same size and as near the same quality of goods as possible. This is for a customer who is in a hurry and we shall be greatly obliged for your promptness. Thanking you for past favors we are yours truly Brown Brothers

EXAMINATION QUESTIONS

When sending Examination Exercise 4 for criticism, send answers to the following questions:

(1) What is the advantage of the all-finger method of operating the typewriter?

(2) (*a*) Why should not words like *awhile* and *chance* be divided at the end of a line? (*b*) Why would this division of *fas-hion* be incorrect?

(3) (*a*) How many spaces should be left after a period when it is placed at the end of a sentence? (*b*) How many when placed after an abbreviation such as M in *M. D.*?

(4) (*a*) Ordinarily, should there be a space after a comma? (*b*) When should no space be left?

(5) Why is it better to use two hyphens rather than one hyphen as a substitute for the dash?

(6) What rule should the stenographer follow as to beginning a paragraph near the end of a sheet or carrying the last part of a paragraph to a new sheet?

(7) If in doubt as to whether an employer preferred 5-space paragraphing or 10-space paragraphing, what course should be followed?

(8) Is a period required after *th* when it is used after a figure?

(9) Show several forms of indicating by whom and to whom a letter was dictated.

(10) Show several forms of putting memoranda at the top of second sheets of letters to show to whom the letter is written.

(11) What is a good method of arranging items (as of goods ordered, for example) in a double-spaced letter?

(12) Why is it objectionable to use *city* as a substitute for the name of a city?

(13) How should a name like The John C. Moore Corporation be indexed in a letter-filing system?

TYPEWRITING
(PART 2)

EXAMINATION EXERCISES

After practice of the exercises of Lesson 1, make a copy of Examination Exercise 1 and send it to the Schools for inspection. If it is not possible to write the credit lines in red, they may be made in the same color as the rest of the work. Any kind of white typewriting paper may be used.

When Examination Exercise 1 has been mailed, proceed with the practice on the exercises of Lesson 2, but do not send in Examination Exercise 2 until the first has been returned and any criticisms or suggestions that may have been made have been noted.

EXAMINATION QUESTIONS

When sending Examination Exercise 2, answer the following questions:

(1) What advantage does the bill-and-sales method shown in Figs. 2, 3, and 23 and Exercises 6 and 7 have over the method of writing and recording bills in pen writing?

(2) In what way can the stenographer help to improve the office system with respect to bills, records, etc.?

(3) Give a rule for centering a heading.

(4) What is the tendency with respect to the use of punctuation marks at the ends of display lines where punctuation is not essential to understanding?

EXAMINATION EXERCISE 1

J O N E S & E N G L I S H

Fulton & Felix Streets

St. Louis, Mo., September 1, 1904

SOLD TO Mrs. Sarah M. Nesbitt

115 Tremont Place, St. Louis

	1904					
56	August 1	1 Silk Skirt		$10.00		
		10 yds. Brilliantine	.75	7.50		
		1 Crib Cover		2.75	$20.25	
122	9	1 Suit		$18.50		
		1 Skirt		5.98		
86		1 piece Ribbon		.75		
104		1 Spool Silk		.09	25.32	
118	17	1 box Cotton		.50		
23		1 pair Scissors		.85		
		1 paper Pins		.05		
		1/2 doz. Machine Needles	.18	.09		
98		1 piece Ribbon		.45		
101		1 yd. Long Cloth		1.75	3.69	
34	26	1/2 doz. Buttons	.40	.20		
		1 pair Low Shoes		3.50		
		3 pairs Hose	.50	1.50	5.20	
115	29	1 pair Curtains		8.00		
		1 Window Seat		1.50	9.50	
34		1 pair Low Shoes				$3.50
115	30	1 Window Seat				1.50
					$63.96	$5.00
		B A L A N C E D U E				58.96

EXAMINATION EXERCISE 2

Monthly Statement

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METROPOLITAN FIRE INSURANCE COMPANY

Branch offices in Boston, Baltimore, St. Louis, and Detroit

Report of Baltimore Agency for May, 1904 Established 1870

::

NO. OF POLICY	EXPIRATION	AMOUNT OF INSURANCE	GROSS PREMIUM	NET PREMIUM
36,289	1905, May 6	$1,500	$15.00	$12.50
37,290	1905, May 10	2,000	21.50	19.00
18,167	1906, May 8	3,500	30.00	27.00
1,980	1905, May 10	2,500	25.00	22.50
56,180	1905, May 11	10,750	95.00	82.50
47,028	1906, May 13	5,600	50.00	46.00
65,189	1905, May 15	2,700	26.50	24.00
17,108	1905, May 14	1,500	15.00	12.50
107,199	1905, May 16	2,000	21.50	19.00
88,800	1905, May 16	1,800	17.50	15.00
74,132	1905, May 17	1,000	10.00	7.50
21,090	1905, May 18	5,500	50.00	45.00
56,987	1905, May 19	6,000	55.00	50.00
12,306	1905, May 20	1,200	12.00	10.00
17,319	1905, May 23	3,500	32.50	30.00
9,745	1905, May 24	7,500	67.50	60.00
32,542	1906, May 23	2,750	25.00	22.50
49,200	1905, May 27	12,000	115.00	102.50
21,109	1905, May 28	9,500	90.00	72.50
8,706	1905, May 28	2,250	22.50	20.00
98,181	1905, May 29	5,000	47.50	42.50
97,212	1905, May 30	2,500	25.00	22.50
33,387	1905, May 30	3,750	35.00	30.00

Respectfully submitted May 31, 1904.

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TYPEWRITING

(PART 3)

EXAMINATION EXERCISES

After practicing on the exercises of Lesson 1 until they are thoroughly familiar, Examination Exercises 1 and 2 should be prepared and sent in to the Schools for examination. An exact copy is to be made of Examination Exercise 1. Examination Exercise 2 will require three sheets. The first should show an arrangement of the title but nothing else; Exercise 13 will give an idea for this arrangement. The second sheet should begin with the words "In general." For this part of the exercise, any one of the styles shown for writing specifications may be followed. Make a carbon copy of the entire exercise, fold both the original and carbon copies properly, give them appropriate backing (See Exercise 16), mark them Examination Exercise 2 and send them in with Examination Exercise 1.

When this has been done, proceed with the practice on the exercises of Lesson 2, but do not prepare Examination Exercises 3 and 4 until Examination Exercises 1 and 2 have been returned and any suggestions or criticisms that may have been made are noted. Examination Exercise 3 is to be arranged after the style of either Exercise 19 or 20 of Lesson 1; it should then be marked Examination Exercise 3 and sent in with Examination Exercise 4. If possible, regular legal-cap paper is to be used for Examination Exercise 4, which should be arranged after the style of one of the forms in Lesson 2, and properly backed and folded.

EXAMINATION EXERCISE 1

D I N N E R

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OYSTERS AND CLAMS

All styles to order. (See Regular Bill of Fare.)

RELISHES

Olives...10 Celery...15 Radishes...10 Cucumbers...10
Pin Money Pickles...10 Sliced Tomatoes...10

SOUPS

Consomme with Rice.....15 Cup...10
Cream of Celery...15 Cup...10

FISH

Baked Shad, Portugaise.....25
Broiled Fresh Mackerel.....25
Broiled Shad Roe...25, with Bacon.....30

ENTREES

Spring Lamb Hash, Poached Egg.....25
Pork Chops, Breaded, Tomato Sauce.....25
Liver and Bacon.....20

ROASTS

Spring Lamb, Mint Sauce.....25
Stuffed Chicken.....25
Prime Ribs of Beef.....25

VEGETABLES

Stewed Tomatoes.....10 Boiled Potatoes.....10
Mashed Potatoes.....10 New Spinach, Plain.....10
Green Peas.....10 Asparagus on Toast.....15

FRUIT AND DESSERT

Strawberries and Cream.....10
Strawberry Shortcake.....10
Tapioca Pudding.....10
Baked Apples.....10

Tea, Coffee, Chocolate, or Buttermilk.....5

ASK FOR THE BREAD YOU LIKE BEST

Thursday, May 12, 1904.

EXAMINATION EXERCISE 2

Specifications for a condensing Corliss Air Compressor, with cross-compound steam cylinders and duplex two-stage air cylinders with intercoolers, for the Ellsworth-Ridgeway Company, Cleveland, Ohio.

In General: These specifications are general and are not intended to cover any particular make of machine. The best workmanship, material, and design will be required, and these points will be considered along with the cost. The machine shall be guaranteed for 1 year, and the steam consumption under normal conditions shall be stated.

The machine shall be designed to furnish 1,300 cubic feet of free air per minute compressed to 100 pounds per square inch, with steam at 125 pounds per inch at the engine. Bidders must furnish complete plans and specifications of the machines they propose, stating sizes of all cylinders, stroke, and weight of finished machine.

Cylinders: All cylinders shall be of hard, close-grained iron of proper strength and thickness and free from all injurious defects. Air cylinders and heads shall be provided with water-jackets. All bearings shall be of ample size and accurately scraped to a true bearing surface.

Shaft: Main shaft shall be of hammered wrought iron or steel.

Cranks and Valve Gears: Cranks will be preferably of disk type of good grade of cast iron, counterbalanced. forced on shaft, and keyed. Valve gears to be of Corliss type, with vacuum dashpots.

Piston Rods, Etc.: All piston rods, eccentric rods, connecting-rods, crank, crosshead, and wristpins shall be of the best forged steel. The compressor must be furnished with a speed and pressure regulator to regulate the speed by means of cut-off in proportion to amount of air used. A receiver of approved form, with all connections, shall be furnished.

Intercooler: An intercooler of approved type shall be furnished, with all necessary connections.

Air Receiver: A vertical, steel, air receiver, 4½ feet in diameter by 12 feet high, tested to 175 pounds water pressure, with manhole, safety valve, pressure gauge, drain cocks, and necessary pipe bosses, shall be furnished; also, all necessary lubricators and anchor bolts.

EXAMINATION EXERCISE 3

May 19, 1904: Cross-examination of Ralph Luttrell—Continued.

By Mr. Hathaway:

Q. Mr. Luttrell, is your memory clear as to all the circumstances of writing that will? A. Well, yes, as clear as anything that happened so long ago as that did. Q. Is it clear enough for you to remember the day of the week on which Mr. Bromley came to your house? A. It was on Saturday, I think. Q. Are you sure? A. Well, I could not be absolutely sure. Q. Mr. Luttrell, how did you write the will; did you write each item as Mr. Bromley dictated it? A. No, I asked him how he wanted everything left, and then I wrote the will just as he wanted it. Q. From your memory? A. No, I wrote it as he had told me he wanted it. Q. But I mean did you take notes of what he said, or did you simply listen and then write the will in your own language? A. I wrote it in my own language, but I put in everything just as he wanted it. Q. Are you sure you put in every item he mentioned? A. Yes, I am. Q. Did he ask your advice about how he should leave anything? A. Yes, he asked me if I though one hundred acres and the dwelling would be a fair portion for the dower and if I thought fifty acres apiece would be right for the two boys, and I told him I thought it was. Q. Did you voluntarily advise him how anything should be left? A. No, sir; I did not. I would not have done such a thing. Q. But you gave him your advice when he asked for it? A. Yes; I did not see any harm in doing that. Q. Now, I want to know

if you received a fee from any one else beside Mr. Bromley for your services in writing that will? Objected to by the defense on the ground that it is irrelevant and not a proper question. Objection overruled by the Court. Exception taken. Mr. Hathaway: I will repeat the question. Did you receive a fee from any one else besides Mr. Bromley for your services in writing that will? A. I did not charge him anything at all. Q. Did you receive a fee from any one else for that work? A. Yes; Mrs. Bromley paid me. Q. How much did she pay you? A. I decline to answer that question.

EXAMINATION EXERCISE 4

In the District Court of the United States for the Eastern District of Pennsylvania.

In the matter of
Robert W. Lawson, Bankrupt } In Bankruptcy.

At Philadelphia, in said district of Pennsylvania, on the 18th day of May, A. D. 1904, came John W. Clark, of the city of Philadelphia and state of Pennsylvania, attorney for Joseph W. McDowell, of the city of Philadelphia and state of Pennsylvania, and made oath and says that Robert W. Lawson, the person by whom a petition for adjudication of bankruptcy has been filed, was at and before the filing of said petition, and still is, justly and truly indebted to the said Joseph W. McDowell in the sum of eight hundred and fifty-six dollars ($856.00); that the consideration of said debt is as follows; to wit, for merchandise sold and delivered to the said Robert W. Lawson, as shown by the attached statement; that no part of said debt has been paid; and that this deponent has not, nor has any person by his order, or to this deponent's knowledge or belief, for his use, had or received any manner of security for said debt whatsoever.

And this deponent further says that this deposition cannot be made by the claimant in person because he was compelled to be in California by the serious illness of his daughter, and that he is duly authorized by his principal to make this affidavit, and that it is within his knowledge that the aforesaid debt was incurred as and for the consideration above stated, and that such debt, as to the best of his knowledge and belief, still remains unpaid and unsatisfied.

Subscribed and sworn to before me this 18th day of May, A. D. 1904.

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EXAMINATION QUESTIONS

With Examination Exercises 3 and 4 send answers to the following questions:

(1) Explain, in your own words, how far the stenographer should go in the revising of dictated matter.

(2) What letters should be struck a little more sharply than usual in making a stencil for a mimeograph?

(3) What kind of ribbons are preferred for law work?

(4) What is the custom with reference to the writing of amounts in law papers?

(5) (*a*) When preparing copy for the printer, how may it be made clear that crossed-out matter is to be restored? (*b*) How should an abbreviation be marked when it is to be spelled out? (*c*) How should black-faced type be indicated? (*d*) Explain how extra sheets should be numbered after the original sheets of a manuscript have been numbered.

TYPEWRITING

(PART 4)

EXAMINATION QUESTIONS AND EXERCISES

The answers to the five questions are to be written on any kind of white typewriting paper and sent in for criticism. Write only on one side of the paper. With the answers to these questions send us your work on Examination Exercises 1 and 2. The first is a plain copying exercise and the second a rough-draft exercise. Follow the directions given in the instructions for these exercises.

While waiting for this work to be returned, review the instructions and practice thoroughly on the tabulating, solid statistics, and dictation work. After getting the benefit of our criticisms on Examination Exercises 1 and 2, send us your work on Exercises 3, 4, and 5. Make an exact copy of Examination Exercise 3; Examination Exercise 4 is to be neatly arranged into a table; and Examination Exercise 5 is to be written out in proper form.

Questions

(1) (*a*) What is the principal point to be observed in the plain-copying exercise? (*b*) Should an abbreviated word be written in full? (*c*) Should you capitalize any word not capitalized in copy?

(2) (*a*) Should all necessary changes and corrections be made in copying rough drafts? (*b*) Should changes, inser-

EXERCISE 1

The Bankruptcy Law

Extracts from the United States Bankruptcy Act of July 1, 1898.

Section 4. WHO MAY BECOME BANKRUPTS:

(a) Any person who owes debts, except a corporation, shall be entitled to the benefits of this Act as a voluntary bankrupt.

(b) Any natural person (except a wage-earner or a person engaged chiefly in farming or the tillage of the soil), any unincorporated company, and any corporation engaged principally in manufacturing, trading, printing, publishing, or mercantile pursuits, owing debts to the amount of one thousand dollars or over, may be adjudged an involuntary bankrupt upon default or an impartial trial, and shall be subject to the provisions and entitled to the benefits of this Act. Private bankers, but not national banks or banks incorporated under State or Territorial laws, may be adjudged involuntary bankrupts.

Section 7. DUTIES OF BANKRUPTS:

The bankrupt shall: first, attend the first meeting of his creditors, if directed by the court or a judge thereof to do so, and the hearing of his application for a discharge, if filed; secondly, comply with all lawful orders of the court; thirdly, examine the correctness of all proofs of claims filed against his estate; fourthly, execute and deliver such papers as shall be ordered by the court; fifthly, execute to his trustee transfers of all his property in foreign countries; sixthly, immediately inform his trustee of any attempt, by his creditors or other persons, to evade the provisions of this Act, coming to his knowledge; seventhly, in case of any person having to his knowledge proved a false claim against his estate, disclose that fact immediately to his trustee.

EXERCISE 2

Each senator, Congressional District and territory -- also the D. C. and Porto Rico -- is entitled to have one cadet at the U. S. Military Academy at West Point. There are also forty appointments confered by the president of the U. S., at large. The number of ~~candidates~~ Students thus is ~~this~~ limited to 522.

Appointments are made usually one year in advance of date of admission by the Secretary of war, upon the nomonation of the Senator or Representative. These nominations may be either ~~bestowed~~ given after competitive examination or given direct at the option of the Representative. These two alternates will receive from the War Department letters of appointment, and will be examined ~~together~~ with the regular Appointee, at the same time and place and the best qualified will be admitted to the Academy in the event of the failure of the Principal to pass the proscribed preliminary examination. Appointes to the military academy must ~~not be must~~ be between seventeen and twenty two years of age, and able to pass a carefull examination in reading, writing, spelling, English grammar, English composition, English literature, arithmatic, algebra, up to and including ~~through~~ quadratic equations, plane geometry, descriptive georgaphy, and the Elements of physical geography, especially the geography of the U. S., ~~history of the~~ United states history, the outlines of ~~of~~ General History, and the general principals of physiology and hygiene.

free from any deformity that may unfit them for military service

The Representative may nominate two legally qualified candidates to be designated as alternates

EXERCISE 3

PRODUCTION OF TOBACCO

Returns for 1902 to the Department of Agriculture

States	Acreage	Yield per Acre	Production	Price per Pound
	Acres	Pounds	Pounds	Cents
New Hampshire	131	1,650	216,150	16
Vermont	191	1,800	343,800	14
Massachusetts	4,755	1,560	7,417,800	15
Connecticut	12,725	1,712	21,785,200	16
New York	8,040	1,250	10,050,000	8
Pennsylvania	17,269	1,275	22,017,975	6
Maryland	34,081	625	21,300,625	6
Virginia	182,359	750	136,769,250	7
North Carolina	219,263	650	142,520,950	7
South Carolina	34,912	734	25,625,408	7
Georgia	2,050	670	1,373,500	19
Florida	3,079	520	1,601,080	30
Alabama	648	400	289,200	24
Mississippi	175	500	87,500	18
Louisiana	89	375	33,375	20
Texas	269	650	174,850	22
Arkansas	1,405	640	899,200	12
Tennessee	59,830	650	38,889,500	6
West Virginia	4,676	635	2,869,267	6
Kentucky	322,194	800	257,755,200	6
Ohio	62,949	885	55,709,865	7
Michigan	302	765	231,030	8
Indiana	7,469	835	6,236,615	7
Illinois	1,311	650	852,150	7
Wisconsin	48,422	1,340	64,885,480	7
Missouri	2,140	850	1,819,300	11

Tobacco was grown in the United States in 1899 by 308,317 farmers. The total area devoted to the crop was 1,101,483 acres, and the total production was 868,163,275 pounds.

Of the entire area devoted to tobacco raising, 465,754 acres or 42.3 per cent., were in the South Atlantic Division.

tions, or modifications be made when they do not correct positive errors?

(3) (*a*) Should your work correspond exactly with the original in making copies of tabular exercises? (*b*) Is it permissible to make any change in the style or arrangement of the table?

(4) Why is it best, in arranging solid statistics, to first ascertain the longest line that is to go in the table?

(5) (*a*) In taking dictation direct on the typewriter, what should you do when the reader calls "paragraph"? (*b*) What character should be struck when he calls "quote"?

EXERCISE 4

The mortality statistics show the deaths in the United States in census year 1900, recorded by states and territories, as follows: Alabama, total number of deaths 25,699, of which 12,970 were male and 12,729 female; Arizona, total 1,223, male 750, female 473; California, total 22,518, male 11,813, female 10,705; Colorado, total 7,428, male 4,471, female 2,957; Connecticut, total 15,422, male 7,902, female 7,520; Delaware, total 3,075, male 1,644, female 1,431; District of Columbia, total 6,364, male 3,274, female 3,090; Florida, total 6,482, male 3,520, female 2,962; Georgia, total 26,941, male 13,321, female 13,620; Idaho, total 1,242, male 762, female 480; Illinois, total 61,229, male 33,641, female 27,588; Indiana, total 33,586, male 17,454, female 16,132; Indian Territory, total 5,286, male 2,795, female 2,491; Iowa, total 19,573, male 10,612, female 8,961; Kansas, total 16,261, male 8,978, female 7,283; Kentucky, total 27,091, male 13,843, female 13,248; Louisiana, total 20,955, male 10,971, female 9,984; Maine, total 12,148, male 6,292, female 5,856; Maryland, total 20,422, male 10,526, female 9,896; Massachusetts, total 49,756, male 25,352, female 24,404; Michigan, total 33,572, male 18,084, female 15,488; Minnesota, total 17,005, male 9,354, female 7,651; Mississippi, total 20,251, male 10,299, female 9,952.

EXERCISE 5

Paragraph expositions are the timekeepers of progress period they record the world's advancement period they stimulate the energy comma enterprise comma and intellect of the people comma and quicken human genius period they go into the home semicolon they broaden and brighten the daily life of the people period they open mighty storehouses of information to the student period paragraph every exposition comma great or small comma has helped to some onward step period comparison of ideas is always educational comma and as such instructs the brain and the hand of man period friendly rivalry follows comma which is the spur to industrial improvement comma the inspiration to useful invention and to high endeavor in all departments of human activity period it exacts a study of the wants comma comforts comma and even the whims of the people comma and recognizes the efficacy of high quality and new prices to win their favor period paragraph the quest for trade is an incentive to men of business to devise comma improve comma and economize in the cost of production period business life comma whether among ourselves or with other people comma is ever a sharp struggle for success period it will be none the less so in the future period without competition we would be clinging to the clumsy and antiquated processes of farming and manufacturing comma and the methods of business of long ago semicolon and the twentieth would be no further advanced than the eighteenth century period but though commercial competitors we are comma commercial enemies we must not be period William McKinley

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